

# THE SCHOOL JOURNAL

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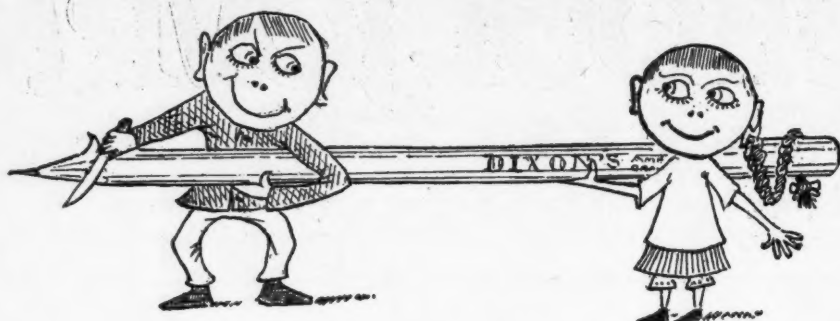
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Interior of a sawmill, showing the "jack ladder," by means of which logs are drawn up from the mill pond on their way to the saws.

## A New Year's Garner of Thoughts

If I can put one touch of a rosy sunset into the life of any man or woman, I shall feel that I have worked with God.—  
**GEORGE MACDONALD.**

Whenever we look back at the past and review our lives, we see that often those events which have pained us most at the time have in course of time brought about our greatest blessings. We can trust the God of the Past, Who is also the God of the Future.

Give us, O give us the man who sings at his work! Be his occupation what it may, he is equal to any of those who follow the same pursuit in silent sullenness. He will do more in the same time—he will do it better—he will persevere longer. One is scarcely sensible of fatigue whilst he marches to music. The very stars are said to make harmony as they revolve in their spheres. Wondrous is the strength of cheerfulness, altogether past calculation its powers of endurance. Efforts, to be permanently useful, must be uniformly joyous—a spirit all sunshine—graceful from very gladness—beautiful because bright.

—THOMAS CARLYLE.

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# THE SCHOOL JOURNAL

A Monthly Journal of Education

OSSIAN LANG, Editor.

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January, 1912

No. 3

## Nurseries of American Citizenship

The Fourth of July is a good way off. That makes it so much the easier to rehearse a few of the stock eulogies with which orators usually thrill the hearts of the populace on that glorious birthday of our civic freedom as a people. "The future of our country is safe." "Our public schools—the bulwarks of our free institutions—the nurseries of American citizenship!" With banners flying, bands playing, boys and girls, in the exuberance of their youth, filling the air with joyful shouts, everybody resolved on having a good time, proud of the patriots that reared the Republic, hope likes to feel itself as achievement, and the voice that gives to hope that comfort strikes a vibrant chord. We hurrah with the rest. And why should we not? This is a holiday. So hurrah again! The reflective mood may well wait till the morning after. January is as good a morning after as any. Ushering in a new year, it has for that very reason a claim to reflection.

"Bulwarks of our free institutions—nurseries of American citizenship!" That is what the people want the common schools to be. That is why they love to hear them called so. The candidate for governor is called governor by his well-wishers, and the candidate for a judicial office hears himself addressed as judge. Hope carries the banner of victory. The candidates for political preferment cheer on the anticipations of their friends, but if they are wise they work unceasingly with every means in their power to translate hopes into votes. The result is what counts. Suppose we apply the rule of the hard-headed politician to our case!

"Bulwarks of our free institutions—nurseries of American citizenship." That is what our common schools should be. That is what the people hope they are. But are they? Love of our beautiful star-spangled banner they teach, no doubt. Class distinctions are obliterated; that is one of the great glories of our schools. Not wealth, not family, not social position, but effort, wins distinction. All meet on a common level. That is the core of Americanism. "Bulwarks of Americanism—nurseries of Americanism"—truly that is what our common schools are. Let pæans proclaim it. Then let us look further.

"Citizenship" and the preservation of "our free institutions" require something more than appropriate attitude of mind and heart. That something more is service. And that service presupposes a knowing how. A heart melting in tender sympathy for the afflicted is a fundamental asset for a physician, but it does not make the physician. Diagnosis is not guesswork; therapeutics is not derived from inspiration on being suddenly called upon to help a suffering mortal; surgery is not a matter of good intentions armed with a box of knives. Allopath or Homeopath, Republican or Democrat—diagnosis, therapeutics and surgery must be learned before they can be practiced. And the practice of citizenship requires preparatory training in all these arts—applied to the body politic, of course.

What are the schools doing to initiate the young in the elements of practical politics, which is but another name for the citizenship that knows how to protect "our free institutions"? It is never safe to answer for all the schools. This is a vast country, and the rate of progress is not the same in one place as in another. But here is that famous "Report of the Commission Appointed to Study the System of Education in the Public Schools of Baltimore," published under the auspices of the United States Bureau of Education. This report, the chairman of the commission expressly states, "is mainly concerned with a comparison of the Baltimore system of education with the systems found in others of our greater American cities," and, therefore, attempts to throw light on the general situation. The men composing the commission are conversant with the schools of the whole country; that is why they were chosen. The commission was asked especially to "make a study of the curriculum and methods of instruction now obtaining in the schools of Baltimore, with a view of determining how they conform to the established standards in other large cities of this country."

With a full realization of its responsibilities the commission reported the observations and recommendations which it regarded as of "chief importance." And yet there is not one word in the whole report relating to training in the

duties peculiar to American citizenship, not one word. Even the word "civics" or "civil government" is not mentioned as a label for some sort of special and direct instruction in political matters. Substitute whatever history you prefer for American history, and the curriculum outlined in the report may be commended as an international standard for the whole English-speaking world. "Bulwarks of our free institutions—nurseries of American citizenship" they call our common schools. Show us!

The "School City" is an excellent device under the right management. No doubt this and similar plans are in successful operation in a few schools. But what of the thousands of schools where nothing of the kind is attempted?

That a thoughtful portion of the people recognize the glaring deficiency is evident from the readiness with which "junior civic leagues" and such like organizations are promoted wherever the suggestion is offered. But why do the schools trust to *outside* agencies, for that is what these are, after all, to do the work which should engage their efforts most directly? Why do they wait for help from without?

We have committees on agricultural training, on the pay of teachers and topics of equal importance, but of committees for the devising of plans for an effective preparation of the young in the political duties of citizenship there are none. Yet here is a real need, and the field lies fallow. Let the State associations get to work at it, and the N. E. A.

This is a presidential year, and the atmosphere ought to be most favorable to a general awakening of the teachers to their duties as patriots. If there is danger of partisanship creeping into the presentation of political topics, the fault rests to a large extent with the leaders who have failed to work out a plan that is safe to put in general operation. Start something!

It is a pitiable experience to observe the utter ignorance in matters political of young men ready to cast their first vote. The great majority are entirely at the mercy of party workers. And they are lucky if they get practical help there. The majority never develop enough intensity of interest to learn how to make their influence felt in the choice of candidates, nor even how to make their votes on election day accord with their moral convictions. Knowing little or nothing of the duties connected with the offices to be filled by election, how can they vote intelligently?

A citizen who has passed thru an American common school should be expected, reasonably so, to be instructed at least as to the general character of the work to be done by the men for whom he casts his vote. The fact is that he usually knows no more about it than the average naturalized citizen who attended school under a monarchical government. "Bulwarks of our free institutions—nurseries of American citizenship"! That is what they call our schools. Let us be doing something to earn the title.

## The Bloom on the Job

THE SCHOOL JOURNAL,  
New York.

I read with much interest "The Bloom on the Job," by "The Cheerful Confidant," in the October number of THE SCHOOL JOURNAL. From the way his lecture reads, I take it he is the principal of a school where he has everything he wants at his right hand.

Now, in this part of Colorado, as all thru the West, there are many rural schools. There is usually but one teacher, and children from the beginners' class to the eighth grade. Usually the children furnish their own books, and as a rule the teacher either does without or furnishes the smaller things, such as drawing-paper, etc.

Last year I walked two miles to school, no matter what the weather, and my school board required me to be there by 8:30, so I had to start quite early. I was also required to do my own janitor work, and altho the children helped me, still I always had to build the fire and also see that it was safe to leave at night, so that quite often it was dark when I would get home.

The only recreation in the entire neighborhood was Sunday-school, and I always went and while I was there acted as organist and also taught a class.

When school was out I was a total nervous wreck, and I always am by spring. Yet I do not correct papers except when I must. I never prepare lessons for each day, but prepare them for an entire month, and always am as easy as possible on myself.

Yet I know that I was a great help to that neighborhood. Even the little music I was able to give them made me a queen in the eyes of those children. I furnished amusement for them by giving programs and they (the old people) really enjoyed coming to school to visit, as they had never been invited by former teachers.

A WESTERN TEACHER.

State Supt. C. P. Cary has been authorized by the Wisconsin legislature to secure an assistant whose duty it shall be to supervise vocational education in the State. He is now searching for a man to fill the position who has been engaged in general educational work and who has at the same time devoted much study to vocational education. State Supt. Cary wishes help in the matter of making the ordinary school work, particularly for boys and girls of 12 years of age and over, of a more serviceable and valuable kind than that now ordinarily given in the public schools. He believes that thru the introduction of a more vital and valuable kind of instruction, including many kinds of handwork, that far more pupils will continue in school after they have passed the compulsory education age. The work will begin next fall.

# History and Civics

Suggested monthly divisions of the grade work by a committee of the Principals' Council of the Borough of Queens, New York City.

## For 6A

### FIRST MONTH

1. Review general results of the French and Indian war.
2. Manners and home life of colonists.
3. General causes of the Revolutionary War.
4. Statesmen,—James Otis, John and Samuel Adams, Benj. Franklin, Patrick Henry.

### SECOND MONTH

1. Revolution thru surrender of Burgoyne.
  - a. Lexington and Concord (Paul Revere), Bunker Hill, "Minute Men," Putnam, Washington, Valley Forge, Arnold, Nathan Hale, the Flag.
  - b. Declaration of Independence.
  - c. Difficulties of government.
  - d. Articles of Confederation.
  - e. Civics.

### THIRD MONTH

1. From Burgoyne's Surrender to end of Revolutionary War.
  - a. Marion, Lafayette, Arnold's Treason, Yorktown.
  - b. Critical period, 1783-1789. Difficulties of Government. Civics.

### FOURTH MONTH

1. New York in Revolutionary War, Long Island.
2. The young republic, 1789-1812. First President, Jefferson, Hamilton, Jay, Lewis and Clark, Indian Wars, Civics.

### FIFTH MONTH

1. Manners and home life of people.
2. Fulton and his steamboat.
3. Louisiana Purchase.
4. War of 1812. Causes, sea fights, "Star Spangled Banner," Lawrence, Perry; Jackson at New Orleans. Civics.

## For 6B

### FIRST MONTH

1. Monroe's Administration; Florida, 1819.
2. Increase of slave territory.
3. Missouri compromise, Henry Clay.
4. Improvement of travel, Erie Canal, steamboats, railways.
5. Home life and customs.
6. Civics (a), Functions and officials, (b) Mayor, Comptroller, Boro Presidents, Board of Aldermen, Board of Estimate and Apportionment, Board of Education.

### SECOND MONTH

1. Andrew Jackson, character and life, nullification, United States Bank.

2. Panic 1837.
3. Texas and war with Mexico, results.
4. California.
5. Compromise bill of 1850.
6. Biography of Webster and Calhoun.
7. Civics,—State Government, Governor, Lieutenant-Governor, the Assembly, militia, suffrage.

### THIRD MONTH

1. The Civil War (a) feeling between the North and the South, (b) fugitive slave law, (c) Dred Scott, (d) Kansas and Nebraska bill, (e) John Brown, (f) "Uncle Tom's Cabin," (g) election of Lincoln, (h) secession.
2. Events, (a) Sumter, (b) Bull Run, (c) Richmond, (d) Lee's invasion, (e) final campaign, (f) facts in the life of Lincoln, of Lee, of Grant, of Sherman, of Sheridan, of Stonewall Jackson.
3. End of war.
4. Reconstruction.
5. Civics, (a) purpose of courts, (b) judge, (c) jury, (d) rights of accused, (e) penal and charitable institutions, (f) naturalization.

### FOURTH MONTH

1. Alaska purchase, Hawaii, Porto Rico, Philippines.
2. Progress of country, (a) Atlantic cable, (b) telephone, (c) telegraph, (d) electric motors.
3. War with Spain, results.
4. Peace Conference.
5. Panama Canal.
6. Civics,—good citizenship as per syllabus.

### FIFTH MONTH

Review both history and civics.

The pupil's ability to take and assimilate a proposed character or event for the study is a prime consideration. The facts should be simple, particular and concrete. The pupil's knowledge of home, school and neighborhood enables him to understand similar facts of history; therefore the home life, manners and customs of the people interest him. The picturesque and dramatic have a powerful charm for him, both as subject matter and method of presentation. That which excites admiration, sympathy, or patriotism becomes a powerful stimulant to intellectual action and a potent force in training the moral will. Presentation should be narrative and descriptive, dealing largely with persons.



# Red Letter Days in January

## JANUARY 1

1735—Paul Revere, American patriot of the Revolution and one of the first American engravers, born in Boston.

1745—Anthony Wayne, American general during the Revolution, born in Chester County, Pennsylvania.

## JANUARY 2

1720—James Wolfe, English general, hero of the capture of Quebec, born in Kent, England.

## JANUARY 4

1785—Jakob Ludwig Grimm, collector of fairy-tales, born at Hanau, Germany.

1813—Sir Isaac Pitman, inventor of the well-known system of phonography, born at Trowbridge, England.

## JANUARY 5

1643—Isaac Newton, physicist and astronomer, born in Woolsthorpe, England.

1779—Stephen Decatur, American commodore, born at Sinnepuxent, Md.

## JANUARY 6

1411—Joan of Arc, liberator of France, born Domremy, Champagne, France.

1811—Charles Sumner, American statesman, born in Boston.

1828—Heinrich Schliemann, archæologist, excavator of Troy, born in Mecklenburg, Germany.

1832—Paul Gustave Dore, noted French engraver and designer, born in Strasburg.

## JANUARY 7

1718—Israel Putnam, American general of the Revolution, born at Salem, Mass.

1800—Millard Fillmore, thirteenth President of the U. S., born in Cayuga County, N. Y.

## JANUARY 8

1836—Sir Laurence Alma-Tadema, English historical painter, born at Dronrijp, Holland.

## JANUARY 10

1737—Ethan Allen, officer in the Revolutionary War, born at Litchfield, Conn.

## JANUARY 11

1757—Alexander Hamilton, American statesman, born on island of Nevis, West Indies.

1825—Bayard Taylor, American poet, born in Chester County, Pa.

## JANUARY 12

1730—Edmund Burke, British statesman, born in Dublin, Ireland.

1737—John Hancock, American patriot, born in Quincy, Mass.

1746—Johann Heinrich Pestalozzi, educational reformer, born in Zurich, Switzerland.

## JANUARY 15

1622—Molière, French dramatist, born in Paris.

## JANUARY 17

1600—Don Pedro Calderon (de la Barca), Spanish dramatist, born in Madrid.

1706—Benjamin Franklin, philosopher, statesman and inventor, born in Boston.

## JANUARY 18

1792—Daniel Webster, American statesman, born at Salisbury, N. H.

## JANUARY 19

1736—James Watt, Scottish engineer and inventor, born at Greenock, Scotland.

1798—Auguste Comte, philosopher, born in Montpellier, France.

1806—Robert Edmund Lee, celebrated Confederate general of the Civil War, born at Stratford, Va.

1809—Edgar Allan Poe, American poet, born in Boston.

## JANUARY 20

1732—Richard Henry Lee, American patriot and statesman of the Revolution.

1734—Robert Morris, American statesman and financier of the Revolution, born in Lancashire, England.

## JANUARY 21

1824—Thomas Jonathan Jackson (Stonewall Jackson), noted Confederate general of the Civil War, born at Clarksburg, W. Va.

## JANUARY 22

1729—Gotthold Ephraim Lessing, German poet and dramatist, born.

1775—André Marie Ampère, French physicist ("Amperes"), born in Lyon.

1788—George Byron, English poet, born in London.

## JANUARY 23

1841—Constant Cocquelin, French actor, born at Boulogne-sur-Mer.

## JANUARY 24

1712—Frederic II. of Prussia (Frederick the Great), born in Berlin.

1732—Beaumarchais, French dramatist, born in Paris.

## JANUARY 25

1759—Robert Burns, poet, born at Ayr, Scotland.

## JANUARY 27

1756—Amadeus Mozart, composer, born at Salzburg, Austria.

1824—Jozef Israels, Dutch painter, born in Groningen, Holland.

## JANUARY 29

1499—Katharine von Bora, wife of Luther, born.

1688—Emanuel Swedenborg, physician and theosophist, born in Stockholm, Sweden.



1756—Henry Lee ("Light-Horse Harry"), general of the Revolution, born in Westmoreland County, Va.

1761—Albert Gallatin, American statesman, born at Geneva, Switzerland.

JANUARY 30

1775—Walter Savage Landor, English poet, born at Ipsley Court.

1781—Adelbert von Chamisso, German poet,

born at Castle Boncourt, Champagne.

1816—Nathaniel Prentiss Banks, general of the Civil War, born at Waltham, Mass.

JANUARY 31

1752—Gouverneur Morris, American statesman of the Revolution, born at Morrisania, N. Y.

1797—Franz Schubert, composer, born in Vienna, Austria.

## The French Republic

The Constitution in force at the present time is that of February 25 and July 16, 1875.

France is divided into eighty-six departments (plus Upper-Rhine-Belfort and the three departments of Algeria). Each of these has at its head a prefect. There are 276 under-prefectures, 363 arrondissements, 2,910 cantons, and 36,200 communes.

*Elected by universal suffrage:*

The Deputies.

Municipal councilmen [aldermen] (in their respective cities and rural communities).

Councilmen-General of the department.

Councilmen of the arrondissement.

*Elected by restricted suffrage:*

The Senate.

*Appointed by the Ministers and the Administration:*

Prefects, under-prefects, secretaries-general, prefecture councilmen, justices of the peace, mayors of Paris, etc.

### LEGISLATION

Two legislative bodies: Chamber of Deputies and Senate. The latter meets in the Luxembourg, the former in the Bourbon Palace.

At present there are 597 Deputies, elected by universal suffrage, for four years. One Deputy for 70,000 French inhabitants.

The Senate is composed of 300 Senators. The principal colonies of France and Belfort each have one Senator; other departments have two, three, four and five Senators; the Department of the North has eight; the Department of the Seine has ten.

Senators are elected by senatorial delegates, for nine years.

Senate and Chamber of Deputies have concurrently the power to introduce and make laws. The budget must always be presented first to the Chamber of Deputies, and passed by the same.

Senate and Chamber of Deputies meet in joint session every year on the second Tuesday in January. The two Houses must be in session at least five months each year. The President of the Republic announces the closing of the session, of which the date is the same for both houses.

The President of the Republic communicates with the two Houses by messages which are read by the Minister.

### THE MINISTRY

Represent the politics of the party in power. If the vote in the legislature on any subject which has been submitted by the Ministry as a "question of confidence," is that of a minority only, the Ministers place their resignations in the hands of the President of the Republic. The latter entrusts to a qualified political personage the responsibility of breaking the Ministerial crisis by forming a new Cabinet.

The Ministry is composed of the following departments: Foreign Affairs, Agriculture, Colonies, Commerce and Industry, Finance, War, Public Instruction and Fine Arts, Interior, Justice, Navy, Labor and Social Protection, Public Works (including Post, Telegraph and Telephone).

### PRESIDENT OF THE REPUBLIC

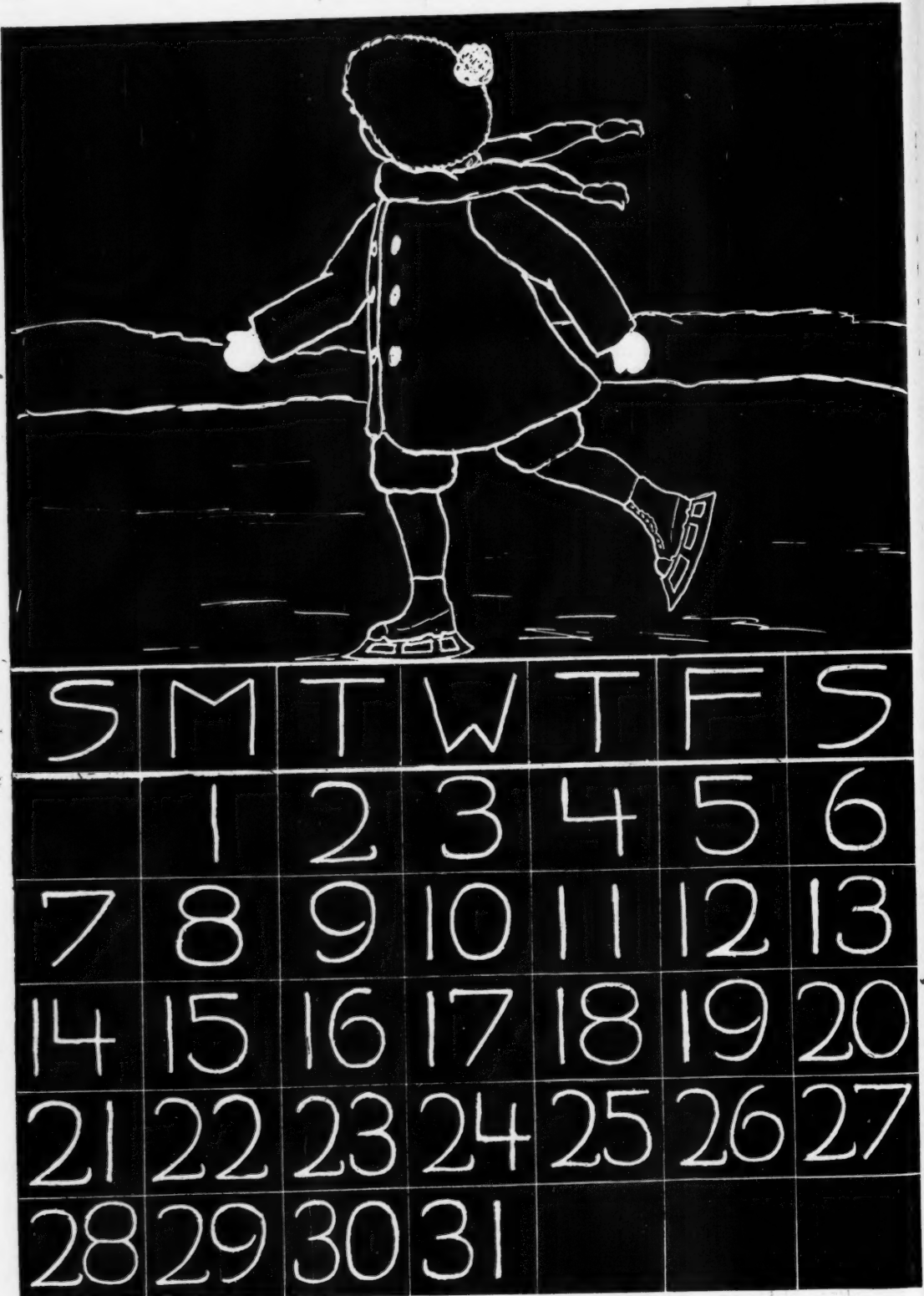
Elected by a majority vote of Senate and Chamber of Deputies, in joint session as a Nation Assembly, at Versailles. Elected for seven years, and may be re-elected.

At least one month before the legal term of a President comes to a close, the National Assembly must be convened to elect a new President. In case of the death or resignation of a President, the two legislative bodies meet immediately as a Congress, to fill the vacancy.

The President of the Republic has the power to introduce laws concurrently with the members of the two Houses. He has the power of pardon. He is commander-in-chief of the army and navy. He presides at national celebrations. Envoys and Ambassadors of foreign powers are accredited to him. He may, on confirmation by the Senate, dissolve the Chamber of Deputies. He negotiates and ratifies treaties, giving information to the two Houses as soon as the interest and security of the State permit. He cannot declare war without the assent of the two Houses. He is responsible only in case of high treason.

Accusations against him can be presented only by the Chamber of Deputies, and can be adjudged only by the Senate, constituted as a High Court of Justice.

The President of the Republic has a salary of six hundred thousand francs, plus another six hundred thousand francs for expenses, making a total of twelve hundred thousand francs, or \$240,000 a year.



Blackboard Calendar, Designed by Ruth Mildred Lang

# Memory Gems For January

JANUARY 1

January is here  
With eyes that keenly glow,  
A frost-mailed warrior striding  
A shadowy steed of snow.  
—EDGAR FAWCETT.

JANUARY 2

Love your neighbor, but do not pull down the  
hedge.  
—GWEN PROVOST.

JANUARY 3

Difficulties are meant to rouse, not discour-  
age.  
—WILLIAM ELLERY CHANNING.

JANUARY 4

He is blest indeed who learns to make  
The joy of others cure his own heart-ache.  
—M. V. DRAKE.

JANUARY 5

Kindness, a language the dumb can speak and  
the deaf can understand.  
—JAPANESE SAYING.

JANUARY 8

All wise men know that the way to help your-  
self is to help humanity.  
—ELBERT HUBBARD.

JANUARY 9

The optimist sees the doughnut, the pessimist  
the hole.

JANUARY 10

The world moves along, not only by the gi-  
gantic shoves of its hero-workers, but by the  
aggregate tiny pushes of every honest worker.  
—JOHN RICHARD GREEN.

JANUARY 11

Wealth is of the heart, not of the hand.  
—JOHN MILTON.

JANUARY 12

What I kept I lost,  
What I spent I had,  
What I gave I have.  
—PERSIAN PROVERB.

JANUARY 15

Sunshine is delicious,  
Rain is refreshing,  
Wind braces up,  
Snow is exhilarating;  
There is really no bad weather,  
Only different kinds of good weather.

JANUARY 16

When you play, play hard; when you work,  
don't play at all.  
—THEODORE ROOSEVELT.

JANUARY 17

Politeness costs nothing and wins everything.  
—MONTAGU.

JANUARY 18

What do we live for, if it is not to make life  
less difficult for each other?  
—GEORGE ELIOT.

JANUARY 19

Make one person happy each day, and in forty  
years you have made 14,600 human beings  
happy for a little time at least.

JANUARY 22

It is not enough to begin well. Continuance  
is the test of character.  
—G. PARSONS NICHOLS.

JANUARY 23

Keep on keeping on.  
—Baltimore Sun.

JANUARY 24

Dependable people! Their price is above  
rubies.  
—MALTBIE D. BABCOCK.

JANUARY 25

"I'll do it myself," said the little red hen.  
—NURSERY RHYME.

JANUARY 26

Find a way or make one. Every one is either  
a pusher or pushed. The world always listens  
to a man with a will in him.  
—MANDER.

JANUARY 29

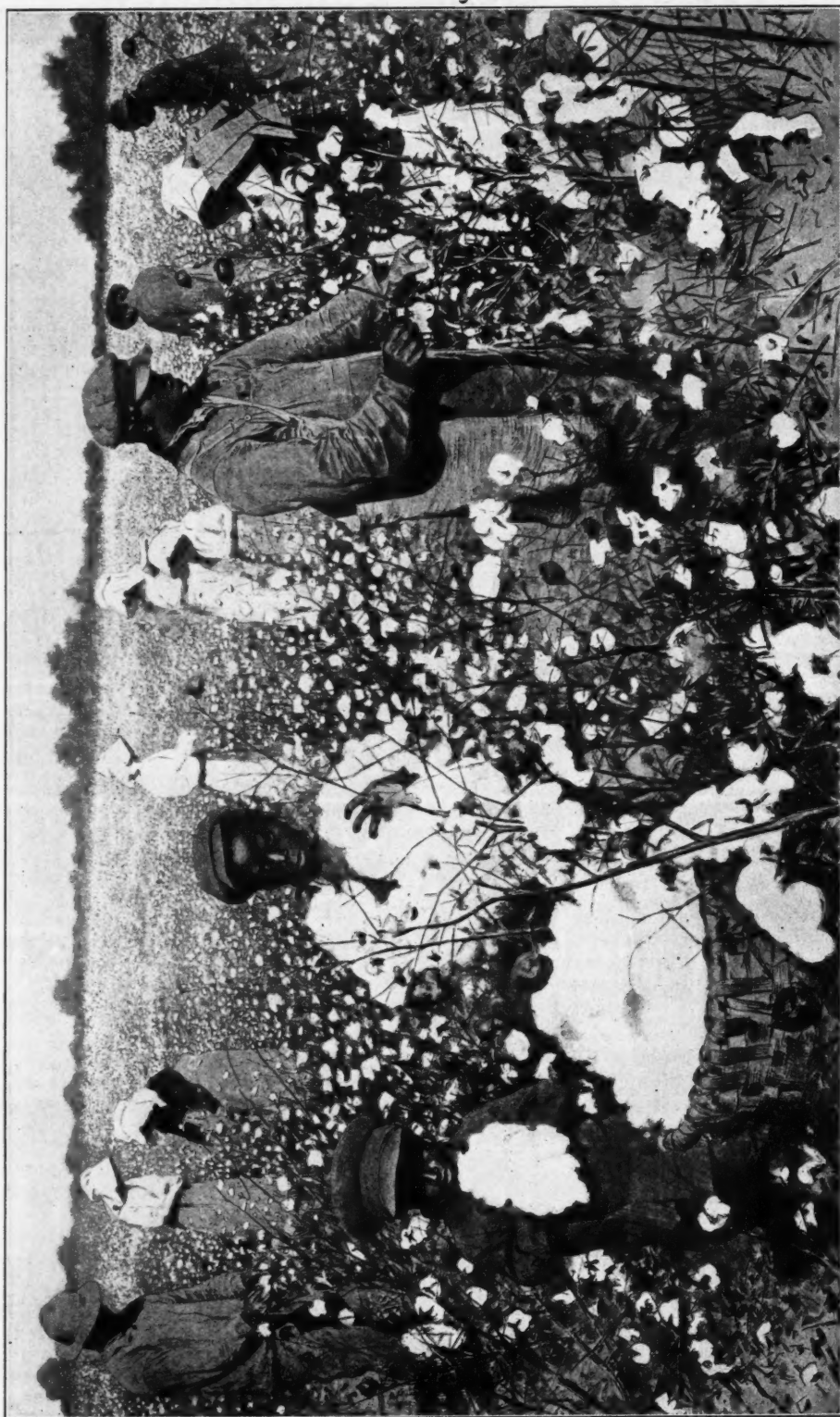
Everything comes to him who waits the least.  
—JOS. F. HOSTELLEY.

JANUARY 30

He who would do a great thing well must  
first have done the simplest thing perfectly.  
—CADY.

JANUARY 31

By-and-by leads to the road of never.



#### THE COTTON HARVEST

During 1912 THE SCHOOL JOURNAL will publish several photographs similar to this picture of a cotton field, showing important phases of industry.



# Industrial Nature Study

By FRANK OWEN PAYNE

## Useful Trees

### The Pine Tree. I

The pine tree has been chosen on account of its great value, its wide distribution, and because it is probably the very best type of a tree. Certainly no other tree of the north temperate zone can compare with the pine in its commercial value for general uses. The wasteful way in which the white pine has been cut has rendered it well-nigh extinct, so that its market value is almost as great as that of mahogany. The Government has at last tardily stepped in and efforts to protect existing forests and to reforest the regions where it once grew have been made. It will require many years before the white pine will again become cheap and abundant.

TABLE

1. White or soft pine.
  - a. For pattern making.
  - b. For joinery.
  - c. For house siding.
  - d. For drawing boards.
  - e. For matches.
  - f. For kindling wood.
2. Yellow or hard pine.
  - a. Lumber.
    - (1) Dimension timbers.
    - (2) Construction work.
    - (3) Boards.
    - (4) Flooring.
    - (5) Boxes and crates.
    - (6) Excelsior.
  - b. Fuel.
  - c. Distillation products.
    - (1) Tar { Naval stores.
    - (2) Pitch {
    - (3) Turpentine.
    - (4) Charcoal.
    - (5) Lampblack.
  - d. Leaves.
    - (1) Pillows.
    - (2) Pine needle "wool."
    - (3) Pine needle oil.
  - e. Resin.
    - (1) Spirits of turpentine.
    - (2) Rosin.
      - Oil of rosin.
      - Violin rosin.
      - Paper sizing.
      - Varnishes.
      - Soaps.
      - Soldering.

#### EXPLANATORY

1. *White pine* lumber is so soft and most of it is of such fine grain as to make it ideal to

work with tools. An old carpenter, speaking of it, was once heard to say: "Some woods are too hard and some are too splintery, but pine is the wood that the Lord made."

2. *Yellow pine* is not so easy to work with tools, but its varied and useful products make it a tree of first-class importance. A few of these products need special mention.

(a) *Lumber*: On account of its great strength it is used extensively for framing and constructive purposes. Its hardness makes it a superior flooring material, especially when selected as "comb-grained" lumber, which presents the edges of the annual rings to the surface.

"*Excelsior*" is finely shaven material used as packing for furniture, glassware, etc. Cheap mattresses also are made of it.

(c) *Distillation* products of pitch pine are a leading industry of the Southern States.

*Lampblack* resembles the soot which collects in stove pipes. It is obtained by imperfect combustion of rosin or tallow. Rosin is burned in cast-iron pots. The dense smoke is conducted into a chamber, the walls of which are hung with canvas. On these canvas walls, the lampblack gathers. It is used chiefly in the manufacture of printer's ink.

*Turpentine* enters into the mixing of paints. It is also used in medicine, especially in the making of liniments.

*Pitch* is used to render cordage waterproof and prevent wear and decay.

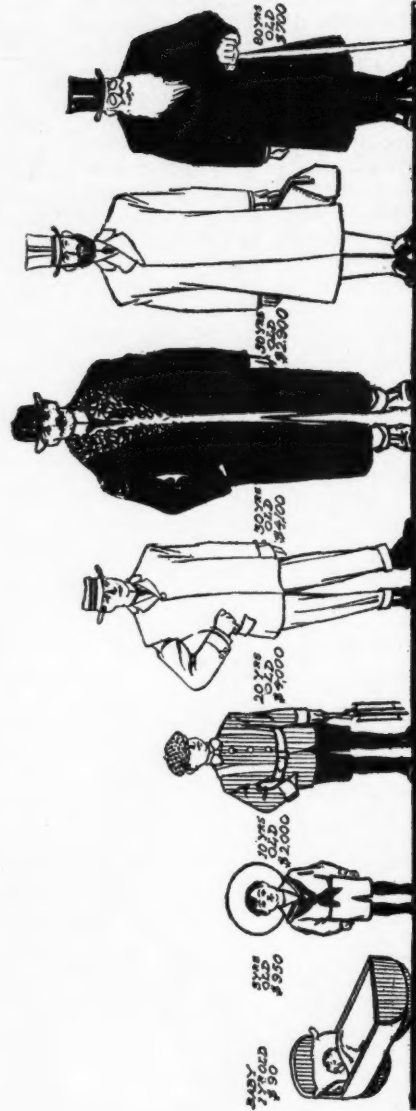
(d) Pine needles from the long-leaf pine yield a fiber which is used for stuffing pillows, mattresses, and in the manufacture of mats and rugs. An oil known as pine-needle oil is extracted from pine leaves. It is used as a solvent and it is said to have value as a medicine. The leaves, themselves, are often stuffed into pillows and cushions because of their resinous odor, which reminds one of the pine woods.

(e) *Rosin* is of great commercial value. A partial list of its uses are as follows:—It is used in the manufacture of cheap yellow laundry soaps, candles, varnishes, paper sizing and waterproof building papers. It is employed in calking ship bottoms. With tallow and beeswax, rosin forms grafting wax. Tinnerns use it as a flux in soldering. Medicinal plasters and "Sticky flypaper" also contain it. A rectified rosin is used by violinists for "rosining their bows." The bow is made more resistant in its passage over the violin strings, thus increasing the friction and making better vibration.

*Note.*—For manner of gathering and preparing turpentine and rosin see SCHOOL JOURNAL articles on stems and stem products.



Comparative diagram showing average duration of life in different countries. In Sweden and Denmark the average life is longest. In England and the United States, with Massachusetts as a basis, the average is the same, and it is lowest in India.



This diagram shows the net worth of a person in dollars at different ages, thirty and thereabouts being the highest point.

Courtesy New York Times.

# Study Outlines of South America

By EMILIE V. JACOBS, Supervising Principal, Philadelphia

## The Nitrate Desert and Guano Islands, The Fertilizer Products of Chile and Peru

Carpenter.

Dodge.

King.

Toothaker,—"Our Commercial Raw Materials."

### LESSON I.

1. The Desert of Chile.
  - a. Location.
  - b. Cause; influence of east winds and Andes mountains; condensation.
  - c. Appearance.
  - d. Product.
2. Nitrate.
  - a. Appearance in nature (generally light brown, mixed with sand).
  - b. Occurrence.
  - c. How obtained.
  - d. Preparation.
  - e. Importance; greatest export of Chile and source of great wealth.
  - f. Use: fertilizer, gunpowder, iodine.

### LESSON II.

#### Guano

1. Location of islands.
2. Appearance.
3. Guano.
  - a. How formed.
  - b. Appearance and odor.
  - c. How obtained.
  - d. Use.

## Industries of the Pampas

Tarr & McMurray; 119.

King; 182.

Carpenter; 174, 182, 192, 208.

Morris.

*Geographical Data.*—Argentina, Uruguay, Paraguay; Buenos Aires, Montevideo, inhabitants, industries, products, social conditions; La Plata and tributaries; Pampas; Armadillo, cattle, sheep, horses, cattle (products), sheep, horses, wheat, sugar.

### LESSON I.

#### A Sheep Ranch

1. Pasture.
  - a. Size,—millions of sheep; more than day's trip around ranch.
  - b. Fences.
  - c. Grass.
2. Care of Sheep.
  - a. Food; grass, salt.
  - b. Shelter;—none, no farm buildings, out of doors all year.
  - c. Herdsmen,—their homes.

### 3. Products.

- a. Wool.
- b. Skins.
- c. Mutton.

### 4. Preparation for Market.

- a. Shearing.
- b. Packing.

### LESSON II.

#### 1. Cattle.

- a. Pastures.
- b. Homes of Ranchers.
- c. Products.

#### 2. Horses.

- a. Cheapness.
- b. Branding.
- c. Drying hides.

### LESSON III.

## Comparison of Great Central Plain of United States with the Pampas.

- a. Regions of moisture and fertility.
- b. Used in both for agriculture, especially for wheat culture.
- c. Compare number of cities.
- d. Important rivers of each:—Mississippi and tributaries; Parana with tributaries forming Rio de la Plata; comparative size; their importance for commerce and effect upon fertility.

### LESSON IV.

#### Buenos Aires

#### 1. Importance.

- a. Capital of Argentine.
- b. One of the world's greatest produce markets. (Exports wheat, wool, meat, hides, etc.)
- c. Home of owners of pampas ranches.

#### 2. Size.

- a. Nearly 1,000,000 inhabitants.
- b. Largest city of South America.
- c. Largest Spanish-speaking city of the world.
- d. Fourth city in size in America.

#### 3. Situation and Appearance.

- a. Head of Rio de la Plata.
- b. Relationship to Parana, Paraguay, and Uruguay rivers.
- c. Factories, colleges, churches, government buildings, warehouses; largest park in South America; finest street railway system in America.

#### 4. Relationship to Montevideo.

#### 5. Location and importance of Montevideo.

## The Orinoco River Valley

Carpenter.

*Geographical Data.*—Colombia, Venezuela, Guiana Mountains and Plateau of Guiana; Orinoco River and delta; Caracas.

## LESSON I.

*The River*

1. Great Size.
  - a. Immense region drained.
  - b. Over 400 tributaries.
  - c. Third river in size in South America.
2. Remarkable features.
  - a. Connection with headquarters of the Amazon (Casiquire river).
  - b. The delta, how formed.
  - c. Yellow water, due to matters in suspension.

## LESSON II.

*The River Valley*

1. Region drained.
 

Colombia and Venezuela.  
The Llanos.
2. The Llanos compared with the Pampas.
  - a. Features, treeless plains.
  - b. Industries.
  - c. Products.
  - d. Routes of export for products.

## LESSON III.

1. Surface of Venezuela and Guiana.
  - a. Llanos.
  - b. Guiana Plateau.
  - c. Mountain Systems of Guiana and Andes.
2. Government.
  - a. Venezuela,—capital, Caracas.
  - b. Guiana,—European colonies.

### The Chocolate Industry of Ecuador, Colombia and Venezuela

Carpenter.

Encyclopedia.

Morris.

*Geographical Data.*—Caracas; Cacao, Orinoco.

## LESSON I.

*The Plantation*

1. Region where grown.
2. Necessary climate.
3. Trees.
  - a. Planting, sowing, distance apart.
  - b. Age of maturing and bearing.
  - c. Season of bearing.
  - d. Appearance,—height, leaves, bark.
  - e. Care.
  - f. Fruit and flower,—peculiar bearing and appearance.
4. Preparation for export.
  - a. Gathering the fruit.
  - b. Opening fruit.
  - c. Removal of seeds and pulp.
  - d. Cleaning and drying. (Peculiar drying floors, movable sheds.)

## LESSON II.

*The Manufacture of Chocolate and Cocoa*

1. Breaking beans.
2. Cleaning and removing husks.
3. Pressing into "liquor."
4. Removing more or less oil if for cocoa or chocolate.

5. Drying, pressing and pulverizing for cocoa; or mixing with sugar and milk, and flavoring for chocolate, and then moulding. Chocolate contains more of the oil than cocoa contains. Oil solidified, — Cocoa Butter.

## Products of Cacao.

- a. Chocolate.
- b. Cocoa.
- c. Cocoa butter.

## Summary of South America

## LESSONS I. AND II.

## A Trip Around South America.

- a. From Philadelphia to Para.
- b. Coasting South America after changing vessels.

Obtain from the class the following data, which would be either seen or experienced on the trip, or else suggested by the places passed. Include a very brief description of the climate in passing, scenery, people, harbors, shipping, and the main facts concerning the reasons for the importance of the cities passed. The direction traveled, and reasons for changes of direction en route.

Para, Amazon river, Equator, Pampas, rubber cargoes, Brazil.

S. E. to St. Roque, climate.

Pernambuco, Bahia, diamonds; Rio Janeiro, coffee; Brazilian mountains, Brazilian plateau. Tropic of Capricorn, climate, Uruguay.

Rio de la Plata, tributaries, Montevideo, Buenos Aires, cargoes of wheat, hides, tallow, wool, meat. Argentine Republic, Pampas, terminus of Trans-Andean railroad. Choice of routes, via Cape Horn or Strait of Magellan. Pacific Ocean, Chili, Valparaiso, Santiago, Mt. Aconcagua, Andes mountains, Andes plateau. Nitrate desert of Chili, Guano Islands. Peru, Lima, gold, silver, copper, Pt. Parina or Cape Blanco. Ecuador, Equator, Volcanoes, Chimborazo and Cotapaxi. Colombia, Isthmus of Panama, Caribbean Sea, Pt. Gallinas. Venezuela, Caracas, Delta of Orinoco, cargoes of hides, tallow, meat, wool, cotton, cocoa beans. Guiana mountains, Guiana plateau to Brazil,—exception in government. Countries not passed, Bolivia, Paraguay.

## LESSON III.

Lantern exhibition;—views of South America.

## LESSON IV.

Arrange an exhibition of all the animal, vegetable, and mineral products of South America, with pictures of the animals, the industries, and other views obtainable. Review and explain the exhibit as a whole.

## LESSON V.

Written lesson.

Pupils write a letter describing an imaginary visit to the place which each would prefer to visit.



# Franklin's Birthday

## Suggested Program

1. Bible reading—appropriate selection.
2. Song by school—"America."  
Reading of Composition:
3. Franklin's boyhood and youth.
4. Franklin as a literary man.
5. Franklin as an inventor and scientist.
6. Song by school.
7. Franklin's services to Pennsylvania.
8. Franklin as a statesman (including his services to the independent States).
9. Song by school.
10. Some familiar quotations by "Bonhomme Richard."
11. What others have said about Franklin.
12. Some stories told by and about Franklin.
13. What we can learn from Franklin's life.
14. Song by school—"Star Spangled Banner."

## Sketch of Benjamin Franklin

Benjamin Franklin was born in Boston, on January 17 (Jan. 6, O.S.), 1706, the son of a poor but hard-working soap and candle maker. His early advantages were few. Benjamin was one of seventeen children. His nine brothers had all learned trades, but his father decided that Benjamin was to be the "scholar of the family," and at the age of eight he was sent to school, where he very early showed his aptitude and stood at the head of his class.

His career in school was short, however, for his father found great difficulty in supporting the family, and Benjamin was taken out two years later and put to work with his father. But the desire to learn was so strong in him that, altho he worked, he liked to read better and spent all his earnings in the purchase of books and even borrowed those he could not buy.

Franklin's opportunities to read were increased when he was apprenticed to his elder brother, James, a printer, with whom he was to stay until he reached his twenty-first birthday. He worked hard at this trade, and read more books; and, in his spare moments, he improved his language by writing in his own words the thoughts of others, and then comparing with the author's words. He went one step farther and wrote original articles which were printed by his brother, who became very angry when he learned that Benjamin was the author of the "Dogood Papers," as he called them.

His brother's treatment was severe and cruel, and Benjamin decided to run away. He left the city without even bidding his parents "good-bye," a thing that he regretted in his later life. Failing to find work in New York, and the intermediate cities, he decided to go to Philadelphia, then one of the most important cities in

the colonies. His experiences on the way were anything but cheerful and pleasant, but his indomitable will and courage carried him thru. He was caught in a storm and was wet and hungry when he landed at Perth-Amboy, N. J. For three days he walked across New Jersey, till he reached Burlington, from which place he took a boat that brought him to Philadelphia, arriving there on a Sunday morning. While walking up the main street, his pockets bulging out with his soiled shirts and stockings, a loaf of bread under each arm, he passed the house of his future wife, Deborah Reed, who laughed at the spectacle he presented. Little did she dream that the boy of seventeen would be her husband and the greatest man in Pennsylvania.

Franklin secured work as a printer, and soon showed the qualities that became so strong in him in later years. He gained the favor of Sir William Keith, the Governor of Pennsylvania, and was sent on a commission to England to buy a printing press and outfit. Lacking both money and letters of introduction, for Governor Keith did not keep his promises, Franklin did not whine, or give up hope; he secured a position, and went to work as a printer's help in the establishment of a man named Watt. A year later he returned to Philadelphia as the clerk to a merchant, but in a few years went to work again as a printer. His rise was fairly rapid, and he soon became the editor of the *Pennsylvania Gazette*.

Franklin's prominence grew rapidly. He interested himself in the progress and welfare of the city which had become his home. With a few friends he organized the debating club called the Junta. He started the first circulating library in the colonies, which later became the Philadelphia Public Library. The great University of Pennsylvania is the outgrowth of a school which Franklin founded, and the American Philosophical Society owes its founding to his genius. He aided in the improved cleaning and lighting of the city, and was the organizer of the Philadelphia fire department.

As a scientist and inventor Franklin occupies a very high position. He improved the heating of houses by the invention of the "Franklin stove," which he dedicated to the public, refusing to take out a patent, and thus become rich at the expense of others. His experiments and investigations in the field of electricity led to the identification of lightning with electricity, and led to his receiving the degrees of Master of Arts from Yale College and Cambridge (England) University, and the title of Doctor from the great Universities of Oxford and Edinburgh. The great scientific societies in England, Spain and France elected him a member.

Everyone has heard of "*Poor Richard's Almanac*." It was the best-known newspaper in the colonies, and shows his simplicity and no-

bility of character. The *Almanac* is full of quaint and true sayings, which have been repeated again and again by the people of America. His other literary work is largely embodied in his *Autobiography*, a model of plain and simple English, a straightforward style and the inspiration of many poor and struggling youths.

At the age of thirty he was chosen clerk of the Assembly of Pennsylvania, and later became a member of the same house, being re-elected for nine terms. His next prominent political position was that of deputy postmaster-general for all the colonies, receiving the appointment from the king. In that capacity, he effected the following reforms: He straightened routes, and thus saved time; he transmitted by mail all newspapers without discrimination; he established a penny post in all large cities; he first advertised unclaimed letters; he increased the frequency of mails between Philadelphia and Boston and the other important cities. In this position, which he held for twenty years, he did a great deal to weld together the colonies.

In 1754, as delegate to the Albany Convention, he introduced a Plan of Union of the Thirteen Colonies, which, tho rejected by the King of England because it gave the colonies too much independence, showed the way toward the greater union of the United States of America.

His services in connection with the Revolution were invaluable. On the passage of the Stamp Act, he was one of the first to protest against that outrage. He wrote to great men in England, securing friends for America among them, men who later protested with pen and voice against the outrageous conduct of Great Britain. He remained in England, urging a change in the policy of England toward America, but he did not succeed. He returned to America to take part in the impending struggle. As a delegate to the Continental Congress, he voted for Washington as Commander-in-Chief. His plan of union was introduced, but the colonies were not ready for it. He was one of the committee to draft the famous Declaration of Independence.

He was sent to France as representative of the independent States; and thru his shining and genial qualities he became endeared to the French. Large sums of money were secretly given to aid the American cause, supplies donated and many French officers came to serve in the American Army. In 1778, a treaty was effected between France and America, thru Franklin, by which France openly espoused the American cause. French warships and soldiers were sent over to fight the British. What part they took in bringing the Revolution to a close is known to all.

His years of usefulness to his country were rounded out in the Constitutional Convention. He did not favor many of the provisions in the Constitution, but he urged its adoption. His gentility, sweetness of manner, gentle and quaint humor smoothed over many a stumbling block in the Convention; many an acrimonious

debate was passed over thru his intervention. His speech on the adoption of the Constitution won many of the delegates.

His last days were spent with his daughter, and, secure in the assurance of the future greatness of his country, he died in 1790, at the age of eighty-four.

### What Others Have Said About Franklin

1. "No American has ever attained greatness in so many ways or made so lasting an impression on his countrymen."—*John Bach McMaster*.

"If to be venerated for benevolence, if to be admired for talents, if to be esteemed for patriotism, if to be loved for philanthropy, can gratify the human mind, you must have the pleasing consolation to know that you have not lived in vain."—*George Washington*.

4. "I think I adequately appreciate the greatness of Washington, yet I must place Franklin above him as the consummate type and flowering of human nature under the skies of Colonial America."—*Horace Greeley*.

5. "One of the most remarkable men, certainly, of our times, as a politician, or of any age, as a philosopher, was Franklin, who also stands alone in combining together these two characters, the greatest that man can sustain."—*Lord Brougham*.

6. "The name of Benjamin Franklin will be immortal in the records of freedom and philosophy; but it is more particularly dear to a country, where, conducted by a most sublime mission, this venerable man knew how very soon to acquire an infinite number of friends and admirers, as well by the simplicity and sweetness of his manners, as by the purity of his principles, the extent of his knowledge, and the charms of his mind."—*From Letters of Condolence, addressed to Congress by order of the French Assembly, on the death of Franklin*.

### Area of the Great Lakes

Lake Superior: Greatest length, 390 miles; greatest breadth, 160 miles; greatest depth, 900 feet; area 32,000 square miles; drainage, 85,000 square miles; height above sea level, 600 feet.

Lake Michigan: Greatest length, 345 miles; breadth, 84 miles; depth, 1,800 feet; area, 22,400 square miles; drainage, 70,040 square miles; height above sea, 578 feet.

Lake Huron: Greatest length, 270 miles; breadth, 105 miles; depth, 1,000 feet; area, 23,000 square miles; drainage, 74,000 square miles; height above sea, 574 feet.

Lake Erie: Greatest length, 250 miles; breadth, 60 miles; depth, 204 feet; area, 10,000 square miles; drainage, 39,680 square miles; height above sea, 564 feet.

Lake Ontario: Greatest length, 190 miles; breadth, 52 miles; depth, 412 feet; area, 6,700 square miles; drainage, 29,760 square miles; height above sea, 234 feet.

# Washington's Birthday

*(To be recited by the school in concert, with pupils and audience standing.)*

There has been but one Washington, and God, in His goodness, gave him to us. Let us cherish his dust and revere his memory.—*J. W. Savage.*

## The Character of Washington

The composition of a man is threefold—physical, intellectual, and moral.

It is the justly proportioned composition of these three that constitutes the real excellence of perfect manhood—that creature made a little lower than the angels, the noblest work of God.

Perhaps no character in history can be pronounced truly great without this combination; certainly not if the moral attributes be deficient.

All of these qualities which belong to the "noble family of truth," which engender love of country, and promote the good of mankind and the glory of God, are born and bred in the nature of man, from which likewise spring the evil qualities which afflict and debase the world. That system of ethics, therefore, which best succeeds in developing the excellencies of our moral nature is the one which most commends itself to our race. The noble characters which it produces are justly held up as living, practical examples of the excellence of its principles.

Viewed with reference to these facts, George Washington may be justly considered one of the greatest men whom the world has produced.

Greater soldiers, more intellectual statesmen, and profounder sages have doubtless existed in the history of the English race—perhaps in our own country—but not one who to great excellence in these fields has added such exalted integrity, such unaffected piety, such unsullied purity of soul, and such wondrous control of his own spirit. He illustrated and adorned the civilization of Christianity more than all the dogmas of all the teachers. The youth of America who aspire to promote their own and their country's welfare should never cease to gaze upon his great example, or to remember that the brightest gems in the crown of his immortality, the qualities which uphold his fame upon earth and plead for him in heaven, were those which characterized him as the patient, brave, courteous, Christian gentleman.

In this respect he was a blessing to the whole human race no less than to his own countrymen, to the many millions who celebrate the day of his birth.—*Zebulon B. Vance.*

## Patriotism

*(For Class Recitation.)*

To be a patriot is to love one's country; it is to be ready and willing, if need comes, to die for the country, as a good seaman would die to save his ship and his crew.

Yes! To love our country, to work so as to make it strong and rich, to support its government, to obey its laws, to pay fair taxes into

the treasury, to treat our fellow-citizens as we love to be treated ourselves—this is to be good American patriots.—*Dole.*

Every good citizen makes his country's honor his own, and cherishes it not only as precious, but as sacred. He is willing to risk his life in its defense, and is conscious that he gains protection while he gives it.—*Andrew Jackson.*

## The Banner Betsy Made

*(To be recited by a girl dressed in Quaker costume and carrying a large flag, or read by the teacher to small children.)*

We have nicknamed it "Old Glory"

As it floats upon the breeze,  
Rich in legend, song and story,  
On the land and on the seas;  
Far above the shining river,  
Over mountain, glen and glade,  
With a fame that lives forever,  
Streams the banner Betsy made.

Once it went from her, its maker,  
To the glory of the wars;  
Once the modest little Quaker  
Deftly studded it with stars,  
And her fingers, swiftly flying  
Thru the sunshine and the shade,  
Welded colors bright, undying,  
In the banner Betsy made.

When at last her needle rested  
And her cherished work was done,  
Went the banner, love-invested,  
To the camps of Washington;  
And the glorious Continentals  
In the morning light arrayed  
Stood in ragged regimentals  
'Neath the banner Betsy made.

How they cheered it and its maker,  
They, the gallant sons of wars;  
How they blessed the little Quaker  
And her flag of stripes and stars;  
'Neath its folds, the foemen scorning,  
Glinted bayonets and blade,  
And the breezes of the morning  
Kissed the banner Betsy made.

Years have passed, but still in glory,  
With a pride we love to see,  
Laureled with a nation's glory  
Waves the emblem of the free;  
From the rugged pines of Northland  
To the deep'ning everglade,  
In the sunny heart of Southland  
Floats the banner Betsy made.

Now she sleeps whose fingers flying,  
With a heart to freedom true,  
Mingled colors bright, undying—  
Fashioned stars and field of blue;  
It will lack for no defender  
When the Nation's foes invade,  
For our country's close to splendor  
'Neath the banner Betsy made.



### Quotations About Washington

Washington, whose sword was never drawn but in the cause of his country, and never sheathed when wielded in his country's cause!—*John Quincy Adams.*

As long as human hearts shall anywhere pant, or human tongues anywhere plead, for a true, rational, constitutional liberty, those hearts shall enshrine the memory, those tongues prolong the fame of George Washington!—*Robert C. Winthrop.*

A great and venerated character like that of Washington, which commands the respect of an entire population, however divided on other questions, is not an isolated fact in history, to be regarded with barren admiration—it is a dispensation of Providence for the good of mankind.—*Savage.*

His mind was great and powerful, without being of the very first order; his penetration strong, tho not so acute as that of a Newton, Bacon, or Locke; and as far as he saw, no judgment was ever sounder.—*Thomas Jefferson.*

Washington is the purest figure in human history.—*W. E. Gladstone.*

"Until time shall be no more will a test of the progress which our race has made in Wisdom and Virtue be derived from the veneration paid to the immortal name of Washington!"—*Lord Brougham.*

"Illustrious Man, before whom all borrowed greatness sinks into insignificance."—*Charles James Fox.*

If, among all the pedestals supplied by history for public characters of extraordinary nobility and purity, I saw one higher than all the rest, and if I were required at a moment's notice to name the fittest occupant for it, I think my choice at any time during the last forty-five years would have lighted, and it would now light, upon Washington.—*Gladstone.*

### An Estimate of Washington

For many years I have studied minutely the career of Washington, and with every step the greatness of the man has grown upon me, for analysis has failed to discover the act of his life which, under the conditions of the time, I could unhesitatingly pronounce to have been an error. Such has been my experience and, altho my deductions may be wrong, they at least have been carefully and slowly made. I see in Washington a great soldier who fought a trying war to a successful end impossible without him; a great statesman who did more than all other men to lay the foundation of a republic which has endured in prosperity for more than a century. I find in him a marvelous judgment which was never at fault, a penetrating vision which beheld the future of America when it was dim to other eyes; a great intellectual force, a will of iron, an unyielding grasp of facts, and an unequaled strength of patriotic purpose. I see in him, too, a pure and high-minded gentleman of

dauntless courage and stainless honor, simple and stately of manner, kind and generous of heart. Such he was in truth. The historian and the biographer may fail to do him justice, but the instinct of mankind will not fail. The real hero needs not books to give him worshippers. George Washington will always receive the love and reverence of men, because they see embodied in him the noblest possibilities of humanity.—*Henry Cabot Lodge, in "American Statesmen Series."*

### Sayings of Washington

To be prepared for war is one of the most effectual means for preserving peace.

Citizens, by birth or choice, of a common country, that country has a right to concentrate your affections.

The name of an American must always exalt the just pride of patriotism.

From the gallantry and fortitude of her citizens, under the auspices of heaven, America has derived her independence.

Observe good faith and justice toward all nations; cultivate peace and harmony with all.

The ever favorite object of my heart is, the benign influence of good laws under a free government.

### Comparison of Washington and Napoleon

*(This may suggest a debate for the older boys who have read or studied the events of the lives of the two greatest generals of the world.)*

Washington was not, like Bonaparte, of a race which surpasses the stature of humanity. He was not placed in a vast theater. He was not pitted against the most skillful generals and the mightiest monarchs of his age. He did not rush from Memphis to Vienna, from Cadiz to Moscow. He defended himself with a handful of fellow-citizens in an unhistoric land, in a narrow circle of domestic firesides. He did not fight battles which recalled the triumphs of Arbela and Pharsalia. He did not overturn thrones to construct others from their ruins.

Something of reserve and repose surrounds the movements of Washington. He acted with deliberation. It is as if he felt himself charged with the liberty of the future and feared to compromise its interests. It was not his own destiny that weighed upon this hero—it was the destiny of his country. He did not allow himself to trifle with what was not his. But from this deep humility what a light breaks forth! Seek the forests where shone the sword of Washington. What do you find? A place of tombs? No, a world! Washington has left the United States as a trophy on his battlefield.

If we are true to our country in our day and generation, and those that come after us shall be true to it also, assuredly shall we elevate her to a pitch of prosperity and happiness, of honor and power, never yet reached by any nation beneath the sun.—*Anon.*



# For Lincoln Day

## Lincoln's Own Story

I was born February 12, 1809, in Hardin county, Kentucky. My parents were both born in Virginia, of undistinguished families—second families, perhaps I should say. My mother, who died in my tenth year, was of a family of the name of Hanks, some of whom now reside in Adams, and others in Macon county, Illinois. My paternal grandfather, Abraham Lincoln, emigrated from Rockingham county, Virginia, to Kentucky about 1781 or 1782, where a year or two later he was killed by the Indians, not in a battle, but by stealth, when he was laboring to open a farm in the forest. His ancestors, who were Quakers, went to Virginia from Berks county, Pennsylvania. An effort to identify them with the New England family of the same name ended in nothing more definite than a similarity of Christian names in both families, such as Enoch, Levi, Mordecai, Solomon, Abraham, and the like.

My father, at the death of his father, was but six years of age, and he grew up literally without education. He removed from Kentucky to what is now Spencer county, Indiana, in my eighth year. We reached our new home about the time the State came into the Union. It was a wild region, with many bears and other wild animals still in the woods. There I grew up. There were some schools, so called, but no qualification was ever required of a teacher beyond "readin', writin', and figurin'" to the rule of three. If a straggler supposed to understand Latin happened to sojourn in the neighborhood, he was looked upon as a wizard. There was absolutely nothing to stir ambition for education. Of course, when I came of age I did not know much. Still, somehow, I could read, write, and cipher to the rule of three, but that was all. I have not been to school since. The little advance I now have upon this store of education I have picked up from time to time under the pressure of necessity.

I was raised to farm work, which I continued till I was twenty-two. At twenty-one I came to Illinois, Macon county. Then I got to New Salem, at that time in Sangamon, now in Menard county, where I remained a year as a sort of clerk in a store.

Then came the Black Hawk war; and I was elected a captain of volunteers, a success which gave me more pleasure than any I have had since. I went thru the campaign, was elated, ran for the legislature the same year (1832), and was beaten—the only time I have ever been beaten by the people. The next and three succeeding biennial elections I was elected to the legislature. I was not a candidate afterward. During this legislative period I had studied law, and removed to Springfield to practice it. In 1846 I was elected to the lower House of Con-

gress. Was not a candidate for re-election. From 1849 to 1854, both inclusive, practiced law more assiduously than ever before. Always a Whig in politics; and generally on the Whig electoral tickets, making active canvasses. I was losing interest in politics when the repeal of the Missouri Compromise aroused me again. What I have done since then is pretty well known.

If any personal description of me is thought desirable it may be said I am, in height, six feet four inches, nearly; lean in flesh, weighing on an average one hundred and eighty pounds; dark complexion, with coarse black hair and gray eyes. No other marks or brands recollected. Springfield, December 20, 1859.

## The Fateful Three

Several months before President Lincoln issued the proclamation of emancipation, writes Adlai Stevenson in the *Woman's World*, my friend, Senator Henderson, of Missouri, came to the White House one day and found Mr. Lincoln in a mood of deepest depression. Finally, the great President said to his caller and friend that the most constant and acute pressure was being brought upon him by the leaders of the radical element of his party to free the slaves.

"Sumner and Stevens and Wilson simply haunt me," declared Mr. Lincoln, "with their importunities for a proclamation of emancipation. Wherever I go and whatever way I turn they are on my trail. And still, in my heart, I have the deepest conviction that the hour has not yet come."

Just as he said this, he walked to the window looking out upon Pennsylvania avenue and stood there in silence, his tall figure silhouetted against the light of the window pane, every line of it, and of his gracious face, expressive of unutterable sadness. Suddenly his lips began to twitch into a smile and his somber eyes lighted with a twinkle of something like mirth.

"The only schooling I ever had, Henderson," he remarked, "was in a log schoolhouse when reading books and grammars were unknown. All our reading was done from the Scriptures, and we stood up in a long line and read in turn from the Bible. Our lesson one day was the story of the faithful Israelites who were thrown into the fiery furnace and delivered by the hand of the Lord without so much as the smell of fire upon their garments. It fell to one little fellow to read the verse in which occurred, for the first time in the chapter, the names of Shadrach, Meshach, and Abednego. Little Bud stumbled on Shadrach, floundered on Meshach, and went all to pieces on Abednego. Instantly the hand of the master dealt him a cuff on the side of the head and left him wailing and blubbering as the next boy in line took up the reading. But before the girl at the end of the line had done

reading he had subsided into snuffles and finally became quiet. His blunder and disgrace were forgotten by the others of the class until his turn was approaching to read again. Then, like a thunderclap out of a clear sky, he set up a wail that even alarmed the master, who, with rather unusual gentleness, inquired:

"What's the matter now?"

"Pointing with a shaking finger at the verse which a few moments later would fall to him to read, Bud managed to quaver out the answer:

"Look there, master—there comes them same three fellers agin!"

Then his whole face lighted with such a smile as only Lincoln could give, and he beckoned Senator Henderson to his side, silently pointing his long, bony finger to three men who were at that moment crossing Pennsylvania avenue toward the door of the White House. They were Sumner, Wilson, and Thaddeus Stevens.

In one of his campaign speeches Lincoln was interrupted by some one in the audience who, thinking to humiliate him by reminding the people of his poverty, called out in the midst of his speech: "Mr. Lincoln, is it true that you entered this State barefooted, driving a yoke of oxen?" After a pause, the speaker replied that he thought he could prove the fact by at least a dozen men in the crowd, any one of whom was more respectable than his questioner.

A clergyman, calling at the White House, in speaking of the war said to the President, "I hope the Lord is on our side."

"I am not at all concerned about that," replied Lincoln, "for I know that the Lord is always on the side of the right. But it is my constant anxiety and prayer that I and this nation should be on the Lord's side."

## Exercise for Longfellow Day

(To be given by different pupils)

Motto for the blackboard: *"I Will Be Eminent in Something."*

1.

When the wanderer, lonely, friendless,  
In foreign harbors shall behold  
That flag unfurled,  
'Twill be as a friendly hand  
Stretched out from his native land,  
Filling his heart with memories sweet and endless.

—Patriotism..

2.

Tho the mills of God grind slowly,  
Yet they grind exceeding small.  
Tho with patience he stands waiting,  
With exactness grinds he all.

—Retribution.

3.

Intelligence and courtesy,  
Not always are combined.  
Often in a wooden house,  
A golden room we find.

—Art and Tact.

4.

When by night the frogs are croaking,  
Kindle but a torch's fire,  
Ha! how soon they all are silent!  
Thus Truth silences the liar.

—Truth.

5.

Live I, so live I,  
To my Lord heartily,  
To my Prince faithfully,  
To my Neighbor honestly,  
Die I, so die I.

—Law of Life.

6.

Henry Wadsworth Longfellow was born in Portland, Me., "The Forest City," on the 27th of February, 1807. He died March 24, 1882, at Cambridge, Mass.

7.

When he was fourteen, he entered Bowdoin College. While there he wrote to his father, "I will be eminent in something. I have a most voracious appetite for knowledge. To its acquisition, I will sacrifice everything."

8.

At the age of nineteen, he was appointed Professor of Modern Languages at Bowdoin College. To prepare for this position, he spent three years in study in Europe.

9.

At twenty-seven, he accepted a professorship in Harvard University. He made his home in Cambridge, in the "Old Craigie House," which had been the home of Washington, when he took command of the army.

10.

Among his lifelong friends were Sumner, Prescott, Hawthorne, Emerson, Agassiz, and Lowell.

11.

He was a descendant of the John Alden and Priscilla Mullens, whose lives he wove into the beautiful Puritan romance, "The Courtship of Miles Standish."

12.

Reading — Selections from "Courtship of Miles Standish."

13.

Two other loved American poems are "Evangeline" and "Hiawatha."

14.

Reading—Selections from "Evangeline."

15.

He was early fond of reading. His favorite book was the Sketch Book of Washington Irving. He enjoyed only the best books of the best authors. Yet he wrote to his mother, "There is no book in which I read with so much interest and profit as one of your letters."

16.

Longfellow was the poet of every-day life. He is one of our most popular poets.

17.

All common things, each day's events,  
That with the hour begin and end,  
Our pleasures and our discontents,  
Are rounds by which we may ascend.

18.

Honor to those whose words or deeds,  
Thus help us in our daily needs.  
And by their overflow,  
Raise us from what is low.

19.

He loved children, and was loved by them. He is called the poet of childhood.

20.

Recitation—"Come to Me, O Ye Children."

21.

He wrote his first verses at the age of thirteen. They appeared in the local paper. He was grieved to hear the criticism, "That poetry is very stiff. Besides, it is borrowed, every word."

22.

The heights by great men reached and kept,  
Were not attained by sudden flight;  
But they, while their companions slept,  
Were toiling upward in the night.

23.

Recitation—"Excelsior."

24.

Among the world's favorite poems are his,—  
"The Village Blacksmith," "The Old Clock on the Stairs," "Paul Revere's Ride," "The Be-leaguered City," and "The Footsteps of Angels."

Recitation by School—"The Old Clock on the Stairs."

25.

Recitation—"Paul Revere's Ride."

26.

After visiting the Arsenal at Springfield, Mass., he wrote—

Were half the power that fills "the world with terror,"

Were half the wealth bestowed on camps and courts,

Given to redeem the human mind from error,  
There were no need of arsenals and forts.

27.

He had a generous nature. Nobody was ever turned away from his home with a heavy heart. "When I cannot help the one who comes to me in trouble," he said, "I always keep him to dinner, and try to send him away in good spirits."

28.

A schoolgirl, a stranger, wrote for an original poem. "I could not write it," said Mr. Longfellow, "but I tried to say 'no' so softly, that she would think it better than 'yes.'"

29.

In the height of his fame, when the great of Europe and America came to his house, he could take time to go to the Police Court, to get the fines of a poor German woman remitted for stealing some apples.

30.

When so busy with work that he rose at five o'clock in the morning, he could take time to send off seventy-five autographs, because he could make people happy by so doing.

31.

Where'er a noble deed is wrought,  
Where'er is spoken a noble thought,  
Our hearts in glad surprise,  
To higher levels rise.

32.

His later years were brightened by many proofs of the children's affection.

33.

When he was seventy-two, a lovely present came from the school children of Cambridge, an armchair made from wood of the horse-chestnut tree under which the Village Blacksmith stood. The poem written for them was given to every child who came to sit in the chair.

34.

Recitation—"The Children's Hour."

35.

His marble image stands in Westminster Abbey, in the Poets' Corner; but, better still, he lives in the hearts of the people of two hemispheres.

36.

His songs have power to quiet  
The restless pulse of care,  
And come like the benediction,  
That follows after prayer.

—Adapted.

So fire, piled fire,

Leap fire and shout;

Be it warmer within

As 'tis colder without.

And as curtains we draw and around the hearth close,  
As we glad us with talk of great forests and deep  
snows,

As redly thy warmth on the shadowed wall plays,  
We'll say Winter's evenings outmatch Summer's days,  
And a song, jolly roarer, we'll shout in thy praise;  
So crackle and blaze,  
Crackle and blaze.

—William Cox Bennett.



### Our Own Rice

Reports to the Department of Agriculture, Secretary Wilson announces, state that the acreage of rice in Louisiana and Arkansas has increased approximately 700,000 acres in the past two years. Most of the farmers in this area, as well as in other areas which have been planted in rice for the first time in the last few years, know but little regarding the preparation of the land for irrigation, the proper amount of water to apply, and the best method of applying it.

The United States is growing practically the equivalent of all the rice it uses. Some rice of special varieties is being imported for Orientals in the United States who prefer those varieties. The islands of the Caribbean Sea and the Philippine Islands get rice from the United States.

### Human Betterment and Nourishing Food

Give all the people in the world enough to eat and the problem of human betterment soon would be solved was the keynote of an address recently delivered by Prof. Franklin H. Giddings, of Columbia University. In speaking on "Some Possibilities of Human Betterment," he said in part:

To begin with, what seems to be a very commonplace but very material thing, one of the possibilities of human betterment is that all the people in the world should have enough to eat. That may seem very ordinary, but it is very far from ordinary. There are thousands of human beings who never had enough to eat in a world in which millions and hundreds of millions worth of things are wasted every year. Human beings who have made it possible to cross the Atlantic ocean in five days, who have made it possible to communicate the state of the entire world into the editorial rooms all over the world every day and night could, if they wanted to, bring it about that all persons in the world would have enough to eat.

It is possible that all persons in the world could be decently and comfortably housed. It is not to the credit of a world that has achieved the things it has achieved in industry, commerce, and finance that one-third of the people of the cities should be living in conditions where it isn't possible to make a winning fight with tuberculosis on one side and without common decency on the other.

How long are the able, influential, up-to-date business men of the world going to leave this question to the people they call agitators? Why do they wait until the radicals, Socialists, and all sorts of people take it up and then talk about dangerous agitators? It will be the job of dangerous agitators until they wake up and make it their business—and soon.

It is within the possibilities of human achievements that in all parts of the world life and property should be safe. One of the fundamental businesses of all governments is to make life and property safe; to secure peace and public order and the observance of reasonable and proper law. Life and property are not safe so long as the chief nations of the world regard war as the chief occupation. Unless efforts are made we will have loss of life and property and needless bloodshed.

Lives and property are not safe so long as we do not resolutely set about suppressing crime and do not resolutely set about to prevent loss of life and property

thru greed and negligence. It is our business as citizens, voters and as humane people to say that we can hardly call it a civilized community which permits men, women and even young girls to work day by day in places that are known and acknowledged as places of deadly peril to life. That isn't civilization. That is barbarism. Why is it for a little more profit business men who are not the least likely to die in the poorhouse will maintain such conditions in their factories and oppose decent common-sense legislation to improve these conditions?

### Geographical Facts

The following list of odd things about the earth was compiled by Prof. R. H. Whitbeck, of the University of Wisconsin:

Did you know—

That the Pacific end of the Panama Canal is farther east than the Atlantic end?

That Venice, Italy, and Montreal, Canada, are in about the same latitude?

That if an express train had started from the earth for the planet Neptune at the birth of Christ, and had traveled sixty miles an hour day and night ever since, it would not yet be half way there?

That Cuba would reach from New York to Chicago?

That the mouth of the Amazon River is as near to Europe as it is to New York?

That Texas is larger than Germany and as large as 212 Rhode Islands?

That, when measured in degrees of longitude, San Francisco is about in the middle of the United States, including Alaska?

That the entire continent of South America lies farther east than Florida?

That Glasgow, Scotland, is in the same latitude as Alaska?

That, if the southern end of Chile, South America, were placed at Florida that single country would extend northward entirely across the United States and Canada and half way across Hudson Bay?

### Paris-Rouen Canal Project Dropped

The French Ministry, as a result of the reports made by engineers of the Department of Bridges and Roads, has definitely decided that the much-discussed ship canal between Rouen and Paris shall not be built.

Agitation of this project was started as far back as 1882, when a French engineer proposed forming a company to finance its construction, and with this object in view worked out detailed plans to show that its construction is feasible. Since 1882 the subject has been constantly brought up in the newspapers, both French and foreign.

During the past year the matter has not only been thoroly investigated by the Department of Bridges and Roads, but it has also been discussed and studied by the Chambers of Commerce of Rouen and Paris, by the Federation des Industriels et Commerçants Français, and by various commercial organizations. While much may be said in favor of the canal, the weight of opinion is that the benefits to be gained would not be commensurate with the difficulties to be overcome and the amount of money involved in its construction.



# A Week with the Fifth Grade

## Monday

### MORNING EXERCISES

*Topic for Discussion.*—Why children are compelled by law to attend school: Schools established to enable every child to become an intelligent American and a good citizen; importance of good citizenship; why schools are free; some parents neglectful, and if there were no compulsory education law, children would be sent to work, for the sake of their wages.

### ENGLISH

To be committed to memory:

BARBARA FRIETCHIE

Up from the meadows rich with corn,  
Clear in the cool September morn,

The clustered spires of Frederick stand,  
Green-walled by the hills of Maryland.

Round about them orchards sweep,  
Apple and peach tree fruited deep,

Fair as the garden of the Lord  
To the eyes of the famished rebel horde,

On that pleasant morn of the early fall  
When Lee marched over the mountain-wall,—

Over the mountains winding down,  
Horse and foot, into Frederick town.

Forty flags with their silver stars,  
Forty flags with their crimson bars,

Flapped in the morning wind: the sun  
Of noon looked down, and saw not one.

Up rose old Barbara Frietchie then,  
Bowed with her fourscore years and ten;

Bravest of all in Frederick town,  
She took up the flag the men hauled down;

In her attic window the staff she set,  
To show that one heart was loyal yet.

Up the street came the rebel tread,  
Stonewall Jackson riding ahead.

Under his slouch hat left and right  
He glanced: the old flag met his sight.

"Halt!"—the dust-brown ranks stood fast.  
"Fire!"—out blazed the rifle-blast.

It shivered the window, pane and sash;  
It rent the banner with seam and gash.

Quick as it fell, from the broken staff  
Dame Barbara snatched the silken scarf.

She leaned far out on the window-sill,  
And shook it forth with a royal will.

"Shoot, if you must, this old gray head,  
But spare your country's flag," she said.

A shade of sadness, a blush of shame,  
Over the face of the leader came;

The nobler nature within him stirred  
To life at that woman's deed and word:

"Who touches a hair of yon gray head  
Dies like a dog! March on!" he said.

All day long thru Frederick street  
Sounded the tread of marching feet:

All day long that free flag tost  
Over the heads of the rebel host.

Ever its torn folds rose and fell  
On the loyal winds that loved it well;

And thru the hill-gaps sunset light  
Shone over it with a warm good-night.

Barbara Frietchie's work is o'er,  
And the rebel rides on his raids no more.

Honor to her! and let a tear  
Fall, for her sake, on Stonewall's bier.

Over Barbara Frietchie's grave,  
Flag of Freedom and Union, wave!

Peace and order and beauty draw  
Round thy symbol of light and law;

And ever the stars above look down  
On thy stars below in Frederick town.

—JOHN G. WHITTIER.

Copy the poem and learn the first six stanzas.

### GEOGRAPHY

*Cities of North America.*—New York: Largest city in Western hemisphere. Population, three and a half million. Second largest city in world. (What city is larger.) New York's greatness due to fine harbor, and freight can be sent West, both by water and rail; how? (Erie Canal, railroads.) New York greatest manufacturing center of country.

### UNITED STATES HISTORY

*Benjamin Franklin.*—Birthplace and family; boyhood, work and play; apprenticeship; reading.

### ARITHMETIC

Learn the number of pounds in a bushel of potatoes, wheat, corn, barley, oats, barrel of flour.

Write one problem involving each of the above.

## Tuesday

## MORNING EXERCISES

Have written on the blackboard, before school opens, the following: "The world stands aside to let any man pass who knows whither he is going." Ask the opinion of various pupils as to the meaning, and make it the basis for a little talk on a purpose in life.

## ENGLISH

Learn the second six stanzas of *Barbara Frietchie*.

What is meant by "fruited deep"?

What is referred to by "the garden of the Lord"?

(Garden of Eden.)

How did it happen that the Southern soldiers were "famished"? (Look up the circumstances in U. S. History.)

Who was Lee?

What mountains are above Frederick?

What figure of speech—"the sun—saw"?

How old is "fourscore years and ten"?

## GEOGRAPHY

*Cities of North America*.—Chicago: On southern end of Lake Michigan. Great railroad center; why? What has made Chicago a large city?

## UNITED STATES HISTORY

*Benjamin Franklin*.—Youth; journey to Philadelphia; why undertaken; method of travel; why he did not stay in New York; London.

## ARITHMETIC

Exchange problems formulated for Monday's lesson, and solve.

## Wednesday

## MORNING EXERCISES

*Topic for Discussion*.—The origin of church steeples: Peaks of ancient towers furnished the suggestion for the church steeple or spire. Gothic in origin, a result of the gradual evolution of the church building from tower form. The pointed termination of the steeple served to make the presence of the church known at a distance, and also typified the reaching up of humanity to a higher life. Temples of every kind have been, since earliest times, placed on a height, or built in as lofty a form as possible.

## ENGLISH

Commit to memory the third six stanzas of "*Barbara Frietchie*."

What is a "slouch hat"?

What is meant by "dust-brown" ranks? What are "ranks"?

What is the meaning of "shivered"?

What was the "silken scarf"?

What is a "royal" will?

What are "hill-gaps"?

What is meant by the flag's being a "symbol of light and law"?

What are the "stars below"?

## GEOGRAPHY

*Cities of North America*.—Philadelphia. Water deep enough for ocean vessels, and coalfields near. For what is Philadelphia famous?

## UNITED STATES HISTORY

*Benjamin Franklin*.—Business; the newspapers; marriage; the shop; Poor Richard's Almanac; the Franklin store; how flying a kite made him famous.

## ARITHMETIC

Learn the value of franc, pound and mark in United States money.

Write two problems involving the use of each of the above (six problems in all).

## Thursday

## MORNING EXERCISES

*Topic for Discussion*.—History of our town; How old? Some of the oldest buildings? How old is the house you live in? Who built it? What is the oldest public building? The oldest church?

## ENGLISH

Commit to memory the fourth six stanzas of *Barbara Frietchie*.

Stonewall Jackson was one of the great men of our country. Find out all you can about him. Why called "Stonewall"?

## GEOGRAPHY

*Cities of North America*.—Boston: Fine harbor, great manufacturing center. How interesting historically?

## UNITED STATES HISTORY

*Benjamin Franklin*.—A good citizen of Pennsylvania; founding a library; the school and what grew out of it; plan for uniting the colonies; postmaster-general of the colonies; agent for Pennsylvania in England.

## ARITHMETIC

Exchange, and solve, the problems formulated in Wednesday's lesson.

## Friday

## MORNING EXERCISES

*Topic for Discussion*.—Snow and ice: The difference between snow and ice. Forms of crystals. How many-sided or pointed? What makes the limbs covered with ice, on an occasional morning in winter?

## ENGLISH

Look up the life of Whittier.

## GEOGRAPHY

*Cities of North America*.—San Francisco: Fine harbor. Trade with Philippines, Hawaiian Islands, and Orient. What accident befell the city a few years ago?

## UNITED STATES HISTORY

*Benjamin Franklin*.—The first great American; Continental Congress and Declaration of Independence; getting aid from France; treaty of peace with England. *Map study*: Trace Franklin's first journey from Boston to Philadelphia.

## ARITHMETIC

Memorize the number of cubic inches in a bushel and in a liquid gallon.

Write two problems involving each of the above. Exchange papers and solve.

# A Week with the Seventh Grade

## Monday

### MORNING EXERCISES

#### Maxims for Discussion:

Lofty hands never despise lowly service.

Honesty needs no advertising.

Fiddlin' nigger say hit's er long way to de dance.

Mind out how you git all you want; fattenin' hogs ain't in luck.

Troubles is seasoning. 'Simmons ain't good till dey's frostbit.

It's a long road that has no turning.

Necessity is the mother of invention.

### ENGLISH

Analyze the following sentences, telling the kind of sentence in each case:

1. Frank, my brother, is not at home.

2. The little girl had a flower in her hand.

3. Can you see the good child?

4. She washes and irons the handkerchiefs and stockings.

Write a sentence containing an object and a prepositional phrase.

Tell the kind of phrase in the following:

1. We ran at high speed.

2. To sing is a pleasure.

### GEOGRAPHY

Locate the following cities, and find some distinctive characteristic of each: Portland, Boston, Worcester (Mass.), Hartford, New Haven, New York, Albany, Buffalo, Rochester, Syracuse (N. Y.), Philadelphia.

### HISTORY

Story of Queen Elizabeth's childhood and girlhood; crowned queen; how she mastered Parliament; Puritanism and the Established Church.

### CIVICS

The three kinds of government, absolute monarchy, limited monarchy, republic. Examples of each.

### PHYSIOLOGY AND HYGIENE

*Food.*—Proteid, fat, starch, sugar, and mineral salts, and the use of each to the body.

### ARITHMETIC

## Tuesday

### MORNING EXERCISES

Read the following, and comment upon it, or have its meaning and value discussed:

In one of Dr. Burton Yale's lectures the following advice was given to the young ministers: When trouble is brewing, keep still. When slander is getting on its legs, keep still. When your feelings are hurt, keep still, till you recover from your excitement at any rate. Things look differently thru an unagitated eye. Silence is the most massive thing conceivable sometimes. It is strength in its very grandeur. It is like a regiment or-

dered to stand still in the mid-fury of battle. To plunge in were twice as easy.

### ENGLISH

To be committed to memory:

#### BANNOCKBURN

At Bannockburn the English lay,—

The Scots they were na far away,

But waited for the break o' day,

That glinted in the east.

But soon the sun broke thru the heath

And lighted up the field o' death,

When Bruce, wi' saul-inspiring breath,

His heralds thus addressed:—

"Scots wha hae wi' Wallace bled,

Scots wham Bruce has often led;

Welcome to your gory bed,

Or to glorious victory.

Now's the day, and now's the hour;

See the front o' battle lower;

See approach proud Edward's power—

Edward! chains and slavery!

Wha will be a traitor knave?

Wha can fill a coward's grave?

Wha sae base as be a slave?

Traitor! coward! turn and flee.

Wha for Scotland's King and law,

Freedom's sword will strongly draw,

Freedom stand or freedom fa'?

Caledonia! on wi' me!

By oppressions, woes and pains!

By your sons in servile chains!

We will drain our dearest veins,

But they shall—they shall be free!

Lay the proud usurpers low!

Tyrants fall in every foe!

Liberty's in every blow!

Forward! let us do, or die!

—ROBERT BURNS.

These words, by Robert Burns, are supposed, by the poet, to have been addressed by Robert Bruce to his followers on the morning of the day on which was fought the battle of Bannockburn.

Have the poem copied, and the first two stanzas committed to memory. Pupils look up Robert Bruce, and the battle of Bannockburn, when, where, and why fought.

### GEOGRAPHY

Locate the following cities, and find some distinctive characteristic of each: Pittsburgh, Harrisburg, Newark, Jersey City, Trenton, Baltimore, Annapolis, Richmond, Charleston (W. Va.), Charleston (S. C.), Raleigh, Columbia (S. C.).

## HISTORY

Rivalry of England and Spain; Spain's power on the sea; colonies of Spain and how they enriched the mother country; Drake, Frobisher, Hawkins.

## CIVICS

Why is there an elective house in England and the United States, and none in Russia?

## PHYSIOLOGY AND HYGIENE

Regulation of diet to suit heat conditions; need of variety in diet.

## Wednesday

## MORNING EXERCISES

Read the following, slowly, but without comment:

## THE SANE LIFE

That life is sane which is thrifty, provident, practical, as well as simple, generous and idealistic, which asks no advice and makes no apologies, follows no stale conventional standard, but standing firmly, challenges the best in other lives and appropriates the best for its own.

That life is sane which has in it enough fresh air to breathe freely, enough sunshine to kill disease, enough rain to make it fruitful, enough wind to arouse the spirit, which seeks sound labor for every day, and wholesome play for every holiday, realizing that both work and play in their just ratio are essential and that both may be beautiful.

That life is sane which claims for itself a few good books, pictures or statues, or the right to enjoy them, a little good music and above all, good friends; which recognizes its end in service and its fulfillment in love.

That life is sane which meets the natural course of events naturally, glorifying as it passes, birth, growth, maturity, parenthood, death, step by step with perfect ultimate faith, and this sane life may be lived even now.

—MARGUERITE OGDEN BIGELOW.

## ENGLISH

Have the second two stanzas of "Bannockburn" committed to memory, and the following questions answered:

What is a burn (*Bannockburn*.)

What is the English form of *na*?

From what is *o'* contracted?

When is the break of day?

What is meant by *glinted*? (See dictionary.)

What is a *heath*? What plant, common in Scotland, gets its name from this word?

From what is *wi'* contracted?

What is the English form of *saul*?

What was a herald? Why is the New York *Herald* so named?

## GEOGRAPHY

Locate the following cities, and find some distinctive characteristic of each: Savannah, Atlanta, Tallahassee, St. Augustine, Mobile, Montgomery, Jackson, Memphis, Nashville, Frankfort, Louisville, Cincinnati, Columbus, Cleveland, Toledo.

## HISTORY

British navy built; the Invincible Armada; England as a sea power.

## CIVICS

Town meeting. Who goes, who can vote, what matters are settled in town meeting.

## PHYSIOLOGY AND HYGIENE

The composition, care, use and digestibility of such foods as milk and its products, eggs, meat, grains, vegetables, fruit, nuts, olive oil, etc.

## Thursday

Have the following read by a pupil:

## THE WAYSIDE INNS

When autumn goes and cold begins,  
Guests flock to all the wayside inns.  
While clouds hang low and snowflakes fly  
They hold their dainty revelry.  
The flowers are gone that summer knew,  
Long since the summer's songsters flew,  
But still remain the sturdy weeds  
That know the little sparrow's needs.

Tho sapless stalks are brown and dry,  
The weeds still bear their feasts on high,  
The goldfinch here may eat his fill,  
The junco lunch on seeds at will.  
We never praised, in brighter hours,  
Their sober hue among the flowers.  
What need have they of human words  
Who bring such joy to all the birds?

—HANNAH G. FERNALD.

Follow the reading of the poem by a discussion of nature's ways of providing for the birds and other wild kind in winter.

## ENGLISH

Have the third two stanzas of "Bannockburn" committed to memory, and the following questions answered:

What is the English form of *wha*?

What is the English form of *hae*?

Who was "Wallace"?

What is the English of *wham*?

What is meant by *gory bed*?

What is meant by the "front o' battle" lowering?

Who was Edward, and why did the approach of his power mean chains and slavery?

What is a traitor?

What is a knave?

What is a coward?

What is the English of *sae*?

What is *fa'* contracted from?

What is the other name for Caledonia?

## GEOGRAPHY

Locate the following cities, and find some distinctive characteristic of each: Indianapolis, Evansville, Chicago, Springfield (Ill.), Milwaukee, Madison, Detroit, Lansing, Minneapolis, St. Paul, De Moines, Dubuque.

## HISTORY

Trading companies; East and West India companies chartered; Raleigh, and his efforts to plant colonies in America.



## CIVICS

How are local matters attended to in localities where there is no town meeting?

## PHYSIOLOGY AND HYGIENE

Coffee, tea, chocolate, cocoa, "soft" drinks and alcoholic drinks discussed from the standpoint of value to the body.

## Friday

## MORNING EXERCISES

## THE GOSPEL OF LABOR

Hewing wood and drawing water, splitting stones and clearing sod—

All the dusty ranks of labor in the regiment of God March together toward His triumph, do the task His hands prepare;

Honest toil is holy service; faithful work is praise and prayer.

This is the gospel of labor—ring it, ye bells of the kirk—

The Lord of Love came down from above to live with the men who work.

This is the rose that He planted here in the thorn-cursed soil—

Heaven is blest with perfect rest, but the blessing of Earth is toil. —HENRY VAN DYKE.

Discuss how labor is a benefit.

## ENGLISH

Commit to memory the last two stanzas of Bannockburn. Have the entire poem recited, in concert, with vigor. The poem is fine. Make the pupils catch its vigorous, patriotic spirit.

## GEOGRAPHY

Locate the following cities, and find some distinctive characteristic of each: St. Louis, Kansas City, St. Joseph, Little Rock, New Orleans, Baton Rouge, Omaha, Lincoln, Topeka, Galveston, Houston, Denver, San Francisco, Sacramento, Los Angeles, Seattle.

## HISTORY

Great writers of Elizabethan period: Shakespeare, Spencer, Bacon.

## CIVICS

What is a township? A borough? A county? A town? A city?

## PHYSIOLOGY AND HYGIENE

Best ways of keeping and preparing foods; harm from eating too much sweets, such as candy, etc.

## Agricultural Arithmetic Problems

(From the Ohio University Agricultural College Extension Bulletin for November)

1. If 7 pecks of wheat are sowed to the acre, how much wheat is required to seed a field 30 rods long and 20 rods wide?

2. A furrow slice is 9 inches wide and 80 rods long. What part of an acre is plowed in turning one furrow of this length?

3. A wagon and load of ear-corn weigh 4274 lbs. The wagon weighs 1250 lbs. What is the corn worth at 40 cents per bushel?

4. Posts for wire fence are set one rod apart. How many will be needed for one-half mile of fence, counting two end posts?

5. Broom corn is worth \$180 per ton. What are 500 pounds worth?

6. If  $1\frac{1}{2}$  cents per quart is paid for picking strawberries, what is paid for picking one bushel?

7. In a test of oats for vitality it was found that 36 of 120 grains failed to sprout. What per cent failed to grow?

8. Which will carry more water, one 6-inch or two 4-inch tiles?

9. Where is the height of a horse measured? A horse is said to be 15 hands high. How many feet high is the horse?

10. A horse trots a mile in three minutes. How many feet does it go in one second?

11. In a shock of corn 12 x 12 hills there were 400 stalks of corn. Twenty stalks had no

ears on them. What per cent of the stalks yielded corn?

12. If there is a loss of 15 per cent from barren stalks and the yield is 51 bushels per acre, what would have been the yield per acre had every stalk produced an ear?

13. Corn is worth 42 cents a bushel. What is the loss in the last problem?

14. How much oats is given a horse at one feed? At the present market price, what will the oats fed in November be worth?

15. Grafting wax may be made by using one-half pound of rosin, 5 ounces of beeswax, and 3 ounces of tallow. What per cent of the mixture is each ingredient? How much of each would be required for  $3\frac{1}{2}$  pounds of wax?

16. A cow yields, during October, 325 pounds of milk. The milk tests 3.8 per cent butter fat. How many pounds of butter fat were produced?

### England-America Parcels-Post Rate

On December 1 the rates for parcels sent from the United Kingdom to the United States were reduced to the following: Up to 3 pounds, 1s. 3d., or 30 cents; up to 7 pounds, 2s. 3d., or 55 cents; up to 11 pounds, 3s. 3d., or 79 cents. The former rates were: Up to 3 pounds, 36 cents; up to 7 pounds, 60 cents; up to 9 pounds, 84 cents; up to 11 pounds, \$1.08. The rate on parcels from this country to the United Kingdom remains the same, i. e., 12 cents a pound.

# Quarterly Review of Current Events

**August 18.**—The Flood-Smith Statehood Resolution, with the Arizona recall clause omitted and changes in the New Mexico constitution, was passed in the Senate.—Dr. Wiley completed his testimony before the House Committee.

**August 9.**—President Taft signed the Campaign Publicity bill.

**August 20.**—The British railway strike was settled at a conference between representatives of the strikers and Lloyd-George.

**August 21.**—President Taft signed the Statehood bill.—Congress adjourned.

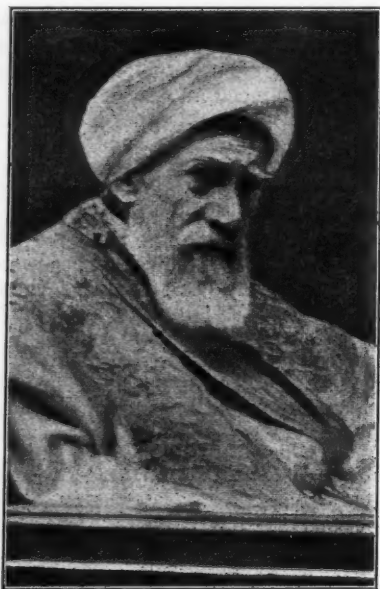
**August 22.**—The famous painting known as the Mona Lisa, by Leonardo Da Vinci, disappeared from the Louvre, in Paris.

**August 25.**—Atwood completed his journey from St. Louis, making the flight in the actual time of twenty-eight hours and twenty-seven minutes.

**August 26.**—The largest battleship, the *Rivadaria*, of the Argentine navy, was launched at Quincy, Mass.

**August 28.**—Admiral Togo sailed from Seattle on his return to Japan from his visit to this country.

**August 30.**—Francisco I. Madero was nominated for the Presidency of Mexico, by the Progressive Party, in Mexico City.



The Sheikh-ul-Islam, Chief of all the Moslems.

The picture was taken while he was riding in the streets of Constantinople in a carriage.

**August 31.**—The famous painting by Jan Gossaert, "The Adoration of the Kings," was purchased by the British National Gallery for \$200,000.

**September 4.**—One hundred thousand persons were reported to have been drowned in China, by the floods along the Yang-tse-Kiang.

**September 5.**—It was announced that President Taft, on his journey thru the West, would travel 24,000 miles, thru twenty-four states, and would make speeches in more than a hundred cities.

**September 6.**—William Burgess swam the English Channel, a feat accomplished but once before.

**September 8.**—The first aerial postal service was started in England.—American men-of-war were ordered to the Yang-tse-Kiang to protect American missionaries.

**September 9.**—Five thousand Royalists were reported as gathered on the Portuguese frontier.

**September 10.**—German imperial maneuvers were begun on the banks of the Elbe.

**September 11.**—Maine voted on the repeal of the prohibition clause in the state Constitution.—Great Britain, Germany, Austria, and Spain agreed to recognize, simultaneously, the republic of Portugal.

**September 12.**—The Governors' Conference opened at Spring Lake, N. J.—An eruption of Mt. Etna caused a panic in the neighboring villages.

**September 13.**—In a battle between Spaniards and tribesmen in Morocco the latter were defeated with the loss of a thousand men.

**September 14.**—Premier Stolypin, of Russia, was seriously wounded in a theater at Kief.

**September 15.**—President Taft dismissed the charges against Dr. Wiley.

**September 17.**—Thomas H. Carter, former United States Senator from Montana, died at Washington.

**September 18.**—Premier Stolypin died at Kief. Many arrests followed.—President Taft, in a speech at Detroit, defended the Supreme Court trust decisions.

**September 19.**—Six officials of the United Shoe Machinery Co. were indicted by the Federal Grand Jury in Boston, charged with violation of the Sherman Law.—Martial law was declared in Spain.

**September 20.**—The ocean liner *Olympic*, in collision with the British cruiser *Hawke*, reached the port of Southampton in safety.

*September 21.*—Reciprocity lost in Canada by an overwhelming vote.

*September 23.*—Sir Wilfrid Laurier announced that he would lead the Liberal opposition during the next Parliamentary session.

*September 24.*—It was reported from Port Said that an Italian steamship had been captured by the Turks at Messina.

*September 25.*—Three hundred officers and men were killed in an explosion of the magazines of the French battleship *Liberté* in Toulon harbor.

*September 28.*—Italy delivered an ultimatum to Turkey.

*September 29.*—The first acts of war were reported between Italy and Turkey.—A Turkish destroyer was reported sunk in the Adriatic.

*September 30.*—Bombardment of Tripoli by the Italian squadron was begun.—The brother of the deposed Shah of Persia lost two hundred men in battle.—The dam of the Bayless Pulp and Paper Co. burst at Austin, Pa. More than one hundred persons were reported dead or missing.

*October 1.*—Turkey appealed to the Powers, asking intervention.—Madero was elected President of Mexico.

*October 2.*—Rear-Admiral Winfield Scott Schley died suddenly of apoplexy in New York.—Germany offered her services as mediator between Turkey and Italy, but without result.

*October 3.*—The Powers declined to mediate until Turkey had replied to Italy's ultimatum.—In an engagement between Republicans and Royalists in the streets of Oporto, Portugal, many were killed.—More than one hundred fishing-vessels and other small craft were wrecked in a storm off the coast of Holland.

*October 4.*—The bombardment of Tripoli continued, but no landing of troops was made.—Secretary Wilson extended the powers of Dr. Wiley, curtailing those of Mr. McCabe.

*October 5.*—Italian troops effected a landing and occupied the Sultanea fort in Tripoli.—President Taft spoke at Salt Lake City in behalf of the arbitration treaties.

*October 6.*—Turkey issued another appeal to the Powers.—Many lives were lost by the breaking of the Lacrosse Water Power Co.'s dam at Black River Falls, Mich.

*October 9.*—President Taft spoke in Washington State on Conservation, reciprocity, and the Panama Canal.

*October 10.*—A force of 3,000 Turks was repelled in an attempt to recapture Tripoli.

*October 11.*—Woman suffrage, the referendum, the recall and other amendments to the State Constitution won out in California.—Chinese rebels captured Wuchang, a city of 600,000 inhabitants on the Yang-tse-Kiang; the military governor was put to death.

*October 12.*—The Italians landed an army of 15,000 additional troops in Tripoli.—It was reported that the Chinese rebels were planning a Republic.

*October 14.*—The Chinese Government recalled Yuan Shi Kai to power, in hopes that he would find means to check the revolutionary movement.

*October 15.*—Strict censorship of the telegraph lines prevented any open communication between the revolutionaries in the different parts of the Chinese Empire.

*October 16.*—Runs on banks in Shanghai caused several of them to close.

*October 17.*—President Taft left Los Angeles on his return trip east.

*October 18.*—After an all-day engagement, 10,000 royal troops gained a slight advantage in Hankow.

*October 22.*—A defeat of the main Chinese Imperial army was reported.

*October 23.*—John R. Walsh, the Chicago banker, died.

*October 26.*—Suit was brought in the United States Circuit Court in Trenton, N. J., by the Government against the United States Steel Corporation.



General Li Yuan Hung, Leader of the Chinese Revolution

*October 27.*—Gen. Li Yuan Hung, the Chinese rebel leader, proclaimed himself President of China.

October 28.—Joseph Pulitzer, proprietor of the New York World, died on board his yacht, off Charleston, S. C.—Hankow was recaptured by Chinese Imperialists.

October 30.—The Chinese throne issued an imperial edict promising constitutional reform.

November 1.—President Taft returned to Washington after his long journey thru the West.

November 2.—President Taft reviewed the Atlantic fleet in New York.

November 5.—The Porte implored the United States to put a stop to the massacres.

November 7.—Election day.

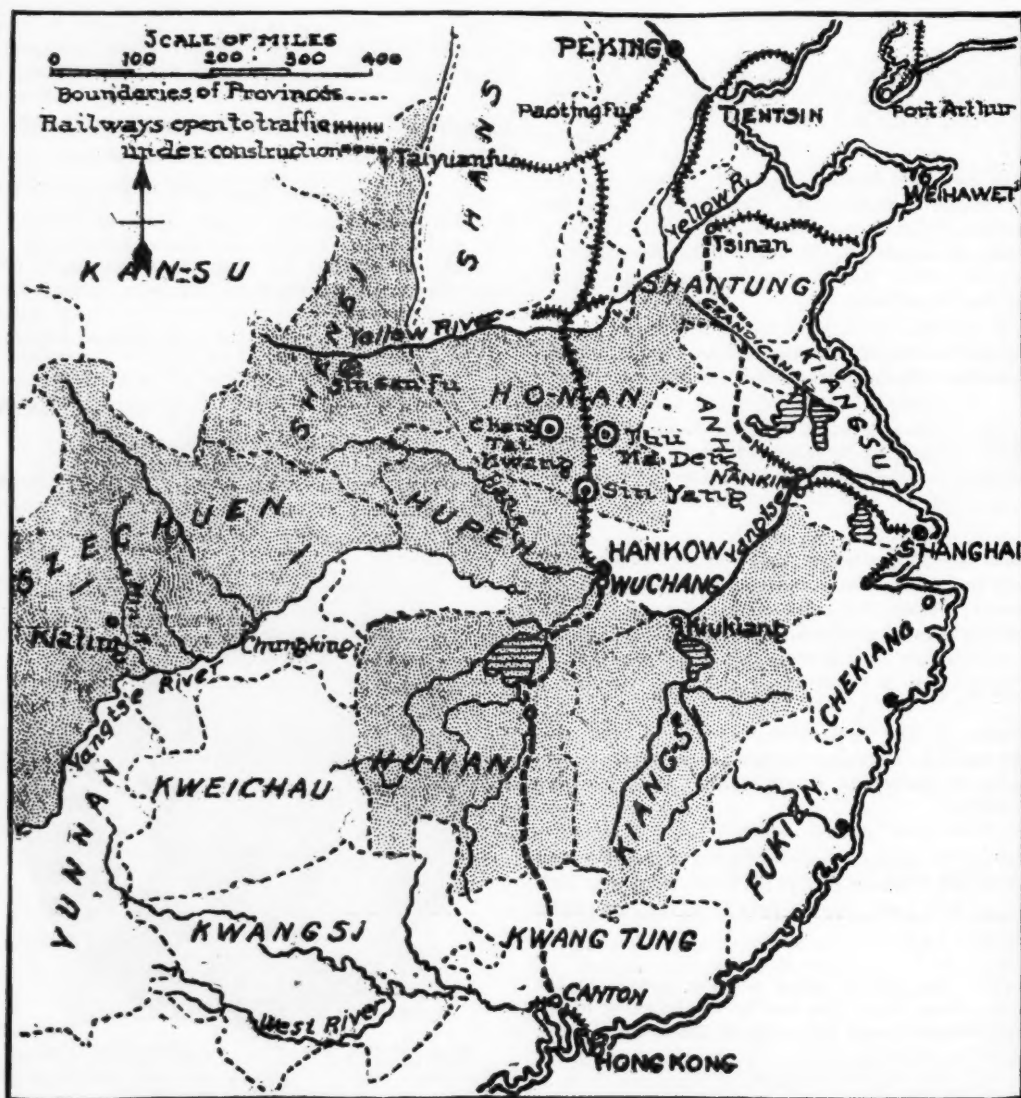
November 8.—The United States Circuit Court approved the Tobacco Trust's reorganization plan.

November 10.—Andrew Carnegie gave twenty-five million dollars to found the Carnegie Corporation for the Promotion of Education.

November 11.—King George and Queen Mary left England for India.

November 16.—Dr. George Harris resigned as president of Amherst College.

November 20.—President Caceres of Santo Domingo was assassinated.



Seat of the Chinese Civil War



# The World We Live In

The second session of the Sixty-second Congress began on December 4. The President's message was devoted entirely to a discussion of the trust question.

On December 12, King George V of England was proclaimed Emperor of India. The coronation "durbar," as it is called, was said to be the most brilliant spectacle that ever took place in Hindustan.

Mr. John D. Rockefeller resigned, on December 4, his position as president of the Standard Oil Company. Mr. John D. Archbold was elected in his place.

On December 2, the Santo Domingo Congress elected Eladio Victoria provisional President of the Republic, to succeed Ramon Caceres, who was assassinated on November 19.

An International Art Exposition will be held in Amsterdam from April 13 to June 8, 1912. It will include the works of living artists only, of the Netherlands and of foreign countries.

Congress has passed a law forbidding theaters, etc., to exclude soldiers or sailors on account of their uniform. Managers everywhere who discriminate against the uniform will be prosecuted.

The potato shortage this season is world-wide. Altho Europe has no surplus crop, we are already importing potatoes. Some 25,000 sacks have come from Ireland to New York City. The duty is twenty-five cents a bushel.

The trapping of fur-bearing animals is still a large industry in Wisconsin. According to a statement recently issued by the State Fish and Game Department, the sale of pelts averages two million dollars a year.

Forty nations will be represented in the next Olympic games, which will be held in Sweden. China has begun to produce athletes, and several Chinamen will compete in the games.

The trial of the McNamara brothers, at Los Angeles, came to a sudden end on December 1, by the confession of the accused men. James B. McNamara pleaded guilty to murder in the first degree, and was sentenced to imprisonment for life. John J. McNamara was sentenced to imprisonment for fifteen years.

In the year 1910, the production of Portland cement amounted to more than 76,000,000 barrels.

The gates of the Panama Canal are so large as to excite admiration. They are to be used for the canal locks. The gates are of fine steel, and they are as tall as a nine-story building. They are thick enough so that the upper edge could be used as a foot-path. The pins of the hinges are ten inches thick.

The total weight of the forty-six gates is something like 60,000 tons.

The cost of fuel for railway locomotives is estimated at nearly \$200,000,000 a year. Of this sum \$120,000,000 goes to waste, only \$80,000,000 producing effective results.

The board of inquiry into the cause of the sinking of the *Maine*, in Havana harbor, just before the war with Spain, has reported that the disaster was caused by "an outside explosion." This bears upon the dispute between Spain and the United States over the question of whether the explosion was from the inside of the vessel, implying that the blame rested on the American Navy, or from the outside, implying that the vessel had been attacked by enemies in what was then a Spanish harbor.

Mrs. Kate Gannett Wells, widely known for her educational work and as an author, died at her home in Boston, at the age of seventy-three years. Mrs. Wells was long a member of the Massachusetts State Board of Education.

Mrs. Arthur Stannard, who wrote under the pen-name of John Strange Winter, died in London on December 15. She was best known as the author of "Bootle's Baby," which ran thru numerous editions.

## A Trade-Mark for Iowa

An official Iowa trade-mark has been registered with the Secretary of State and in the future the products of the factories of the State will be stamped with a design of a hawk's head within a cogwheel and the words "Made in Iowa."

Iowa is said to be the only State to have an official trade-mark.

## Population of Italy

The results of the recent census of June 10, 1911, have just been made public by the Census Office in Rome. At that date the population of Italy was 34,686,653, of which 814,752 were absent from their habitual places of abode and temporarily residing in other communes in the Kingdom. The law of May 8, 1910, regards the "legal" population of the Kingdom as consisting not only of those resident in the country but also includes Italian subjects temporarily residing abroad, so that at the date mentioned this "legal" population of Italy was estimated at 35,959,077, including 1,272,424 Italian subjects temporarily absent from the country and who were supposed to return to Italy within the calendar year.

Comparing the results of this latest census with that of February 10, 1901, it is noted that the population, without regard to those subjects temporarily residing abroad, has increased from 32,475,253 to 34,686,653, or 2,211,400, equal to an increase in slightly over ten years of 6.81 per cent.

According to official returns, the Department of Tuscany has a population of 2,739,875, an increase since February 10, 1901, of 5.7 per cent, as against an increase of 6.81 per cent during the ten-year period for the entire Kingdom of Italy. The present population of the Leghorn consular district is 1,435,576, and of its principal cities as follows: Leghorn, 103,890; Lucca, 75,441; Pisa, 64,504; Siena, 41,430; Massa, 30,625; Grosseto, 11,826.

## Notes of New Books

Rupert S. Holland's book on "Historic Invention" will find a place in many school libraries. The boys will be specially interested in it. The stories of inventors and inventions always attract the boyish mind, and Mr. Holland has succeeded in telling these stories in most attractive style. His narrative omits everything superfluous and seems to include everything which is really essential. The stories of Gutenberg, Palissy, Watt and Arkwright are told, and the history of inventions is brought up to date by graphic accounts of Edison and the electric light, Marconi and wireless telegraphy and the Wrights and airships. The book contains sixteen chapters, each one devoted to an inventor and his most noted achievement. So many small books, published for school use, deal with inventors and discoverers, that it is satisfactory to see a larger volume, and one whose general size and style places it in the list of library books beyond all doubt or discussion. For many years, every school library worthy of the name has included a number of books dealing with inventors and their accomplishments. Many of these books, however, have emphasized too much the early discouragements and struggles of the inventor, and have devoted too little space to a description of the invention when it was finally perfected. Mr. Holland writes with sufficient scientific knowledge to make this criticism superfluous, and his book is the more valuable on this account. Price, \$1.50 net. (George W. Jacobs & Co., Philadelphia.)

In the opening chapter of "The Coming China," Prof. Joseph King Goodrich writes as follows: "We have become so accustomed to think of China as the very ideal of immobility, the epitome of all things conservative, that it is difficult to imagine that land and its people as evincing any of the progressiveness which is claimed to be characteristic of China's island neighbor, Japan, the rest of the world generally, and of the west particularly. If we were to judge by practically all the evidence of what we had as history until very recently there is really no other opinion that we could have formed. But, as a matter of fact, the histories of China given to us heretofore have not done the Chinese full justice. This does not necessarily mean that those histories were intentionally unfair; only that the writers had not been able to put themselves in the proper perspective." Certainly the statement is a fair one, and it is equally certain that the author of this book, who went to China forty-five years ago as a lad, has been and is able to put himself in the proper perspective, and to discuss the possibilities and probabilities of the "Coming China" in a most interesting and instructive way. In view of the developments since this book was published, it would seem as if history was following fast on the heels of prophecy in reference to many of the matters which Professor Goodrich discusses in his most scholarly and comprehensive book. It is particularly interesting to compare this book with another book on China, published almost simultaneously but written by an unusually observant and scholarly traveler. The two books have much in common, and their principal differences are those which would naturally arise from the experiences of the two authors; one of whom is able, because of his long residence in

China, to look at the present and the future from the Chinese point of view, while the other brings to his task the keen powers of observation and analysis which characterize the experienced traveler and sociologist, who writes of things as he finds them. Professor Goodrich takes up Chinese life and civilization from various points of view, and discusses present conditions and future possibilities in a remarkably clear and discriminating way. His chapter on the possibility of a dynastic change is particularly interesting in view of very recent developments, and when read in connection with the reports which are now printed almost daily in the papers the chapter must be conceded to be a remarkable one. The author's experience as professor in the Imperial Government College at Kyoto gave him an opportunity to view Chinese life from a standpoint which was as unusual as it was interesting. The chapter on the duty of the United States toward China contains much that should be read by every thoughtful citizen who watches the foreign policy of the United States. It is clear that the present Chinese situation offers tremendous possibilities for evil consequences unless wise policies prevail, and Professor Goodrich makes this so clear in his final chapter that his general statement of the case is impressive. The halftones with which the book is fully illustrated are excellent, and being taken from actual photographs, they have not only the charm of novelty, but convey a sense of familiarity with Chinese affairs which adds much to the general character of this most timely and much-needed book. Price, \$1.50 net. (A. C. McClurg & Co., Chicago.)

"The Family Food" is the title of a new book by T. C. O'Connell. The author's opinion that the general reader lacks both the time and the technical training necessary to conduct experiments upon himself seems to be entirely justified, and his suggestion, that the way is to choose widely from the vast assortment of food-stuffs which nature has provided, giving due heed to heat- and energy-producing values, digestibility, assimilability, therapeutic effects, economy, etc., will meet with the approval of the general run of mankind. Whatever may be said by writers and specialists in reference to rigid restrictions of diet, the mass of mankind will still continue to follow habits and customs already established. Hence a book such as this one ought to have a much greater practical value than the multitude of books on fasting and other fads and fashions relating to diet. The author gives chapters on diet for mental efficiency, diet for muscular efficiency, shopping economics, and then takes up various classes of foods, such as meat-foods, cereals, vegetables, fruits, etc., and discusses all these topics in a practical and interesting way, which is entirely within the scientific knowledge of the general reader. The book closes with a chapter on catering for the sick. Price, \$1.00 net. (The Penn Publishing Company, Philadelphia.)

"Betty Wales Decides," by Margaret Warde. Illustrated by Eva M. Nagel. Miss Betty Wales, the sprightly young lady who made her first bow to the American college girls in "Betty Wales, Freshman," waves a farewell to her friends in the college world in "Betty Wales Decides." Like the previous books of this well-known series, the present volume is a pleasing

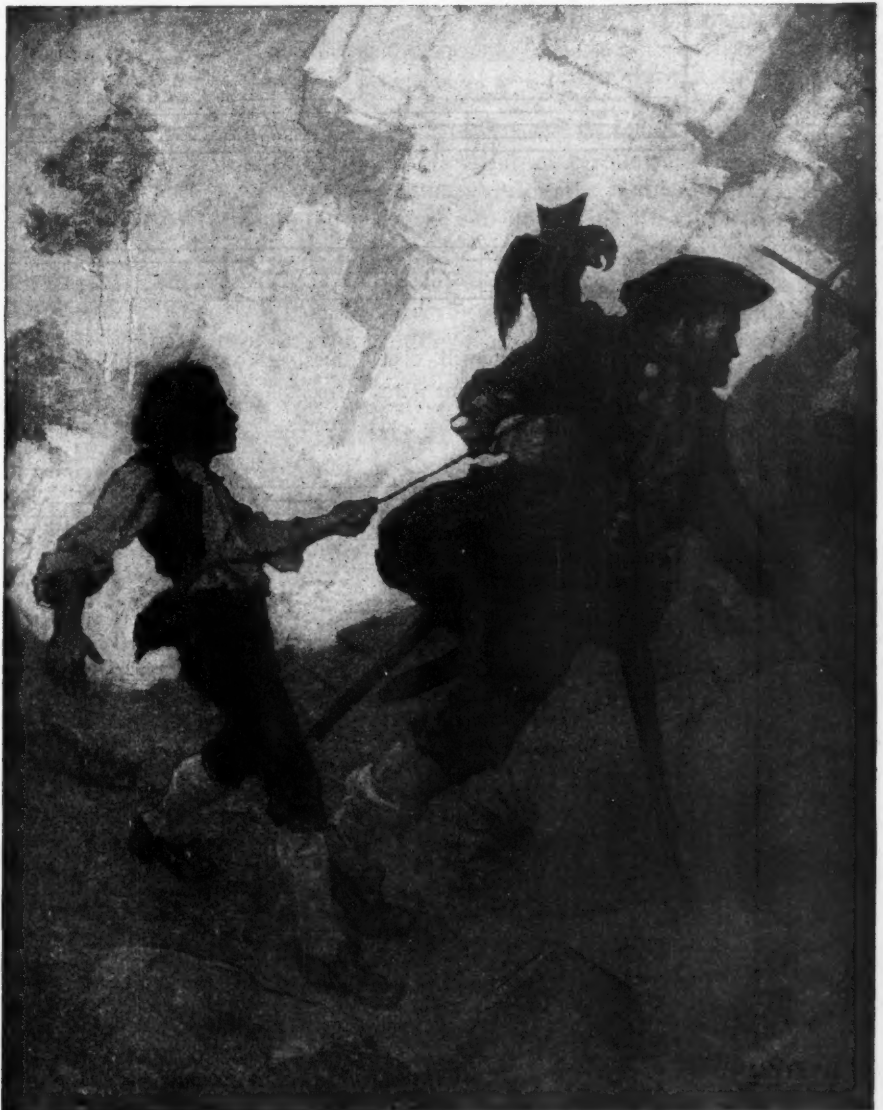
blending of fun and serious work, which is entertaining to all those who are familiar with class-room and campus life. It goes without saying that the decision which the heroine reaches in this story relates to a certain young man whom she decides to marry. (The Penn Publishing Co., Philadelphia.)

Edwin Bateman Morris, author of "The Man Next Door," presents another volume entitled "College Comedies." The book contains four plays which are named, respectively, "The Freshman," "The Sophomore," "The Junior" and "The Senior." These comedies ought to be very useful in assisting the histrionic ambitions of undergraduates, and they make pleasant reading for anyone who has a reasonable amount of interest in college life. Mr. Morris understands thoroughly the humor and sentiment of the undergraduate, and sets forth what he styles the relations of the "Topsy-turvy" life with a vividness which is as skillful as it is entertaining. We quote from his prologue in order to show the genial humor which pervades the comedies. "There are said to be five hundred universities in the United States. Of these four hundred and ninety-nine are so unworthy—so deficient in spirit, culture, learning, professors, reputation and results, as to be beneath the consideration of every fair minded man. In shining distinction stands out one brilliant exception, which may be said in unshaken faith to be the greatest university in the world. That university is the one you yourself happen to have attended."

Current weekly and monthly magazines seem to print from an inexhaustible supply of stories taken from undergraduate life. It would be well if more of these stories could be judged by the excellent standards which characterize Mr. Morris' work. (The Penn Publishing Co., Philadelphia.)

(Continued on page 126)

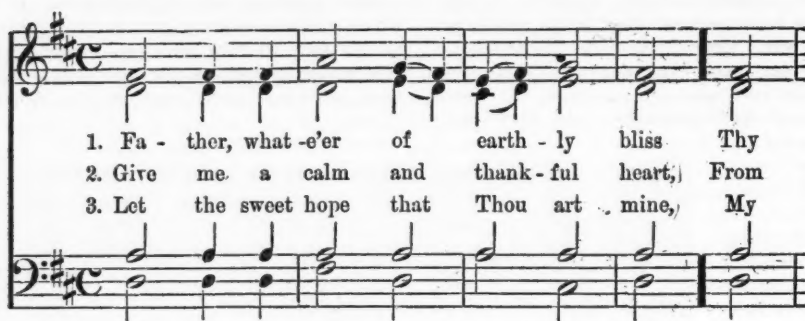
The Century Co. has just issued Prof. S. E. Forman's "The American Republic," a text in civics for high schools, academies, and normal colleges. The book is based on the author's "Advanced Civics," and has been prepared to meet the needs of schools where the time allotted to civics is somewhat limited. The book also has much interest for the general reader, giving a broad, elemental view of American government, an account of the political superstructure, the governmental machine, and a presentation of the services which are rendered by our government, bringing the reader face to face with the everyday work of the government and interesting insight into the many practical problems which confront the American citizen to-day.



From the Scribner Edition of Robert Louis Stevenson's "Treasure Island," illustrated by N. C. Wyeth.

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## Common School Hymns—IV.



1. Fa - ther, what - e'er of earth - ly bliss Thy  
 2. Give me a calm and thank - ful heart, From  
 3. Let the sweet hope that Thou art mine, My



sov - 'reign will de - nies, Ac - cept - ed at Thy  
 ev - 'ry mur - mur free; The bless - ings of Thy  
 path of life at - tend: Thy pres - ence thro' my



throne of grace, Let this pe - ti - tion rise:  
 grace im - part, And let me live to Thee.  
 jour - ney shine, And crown my jour - ney's end. A - men.





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## Traffic Routes of the World

### Norwegian-American Line of Steamships

The company recently formed at Christiania, Norway, for maintenance of direct steamship service between Norway and the United States has placed an order with a shipbuilding firm at Birkenhead, England, for the construction of a steamer of 12,000 tons. Tenders from shipbuilding firms on the Clyde have been invited for the construction of three additional vessels. These vessels will be constructed to secure the bulk of the emigrant business from that section of Europe. At present Norwegian emigrants go either by Danish and German steamers or cross the North Sea and take passage at Glasgow or Liverpool for New York. The vessels will also be provided with extensive insulated space for carrying fish and other perishable products. About \$750,000 has been subscribed in Norway for the enterprise, and it is expected to obtain from Norwegian residents in the United States subscriptions to the amount of about \$300,000. A bill has been presented by the Norwegian Government providing for a grant of about \$134,000 per annum as subsidy.

### Rotterdam and Gulf of Mexico

The Netherlands-American Steam Navigation Company (Holland-America Line), which already has a fleet of five passenger and eight freight steamers plying between Rotterdam and New York, Boston, Philadelphia, Baltimore, Newport News, Norfolk, and Savannah, has recently given an order for two more freight steamers of 10,000 tons each, to be built by a large shipbuilding firm at West Hartlepool, England. These vessels are to be finished in thirteen months and are to be put into service between Rotterdam, Habana, Cuba, and one of the leading ports on the east coast of Mexico. There is a rumor that the Holland-America Line will also extend its service to the Pacific coast of the United States and to points along the western coast of South America, said service to go into effect after the completion of the Panama Canal.

## Notes of New Books

(Continued from page 123)

"Mathematics for the Practical Man," by George Howe, M. E.—Mr. Howe has done an admirable piece of work in presenting the fundamentals of algebra, geometry, trigonometry, co-ordinate geometry and calculus in so simple a manner that the beginner can understand them, and can use the book for home study. Any serious-minded student should be able, with the aid of this book, to gain a sufficient knowledge of the fundamentals of mathematics to enable him to understand works on engineering, and to make engineering calculations of ordinary difficulty. No doubt the book will also be found useful for reference by many trained workers. It is an excellent text-book for short courses in general mathematics, and for night schools. During the last ten years many books of this general character have been published in England, but for some reason American authors have not been impressed with the necessities of the student of mathematics, who is ambitious, and who must acquire an adequate mathematical training without the assistance of teachers, and without being able to devote a large amount of time during ordinary working hours to study. We predict for

Mr. Howe's book a wide field of usefulness. We believe that it will be the forerunner of many books of the same character. Price, \$1.25 net. (D. Van Nostrand & Co., New York City.)

As an outgrowth of several years' experience in preparing bird lessons for a city school, Mr. Herman C. DeGroat, Principal of Grammar School No. 31, Buffalo, N. Y., has brought out a practical, every-day series of "Bird Studies for Home and School." He uses no technical terms and gives no scientific names, but he tells how to identify and something of the habits and haunts, of sixty of our common birds. The book is illustrated with full-size photographic reproductions of the birds in color. Spaces are left at the close of each description to allow for the entry of bird notes resulting from observations made by students. The book is intended particularly for the use of grammar school pupils, for which it is admirably fitted. It is, however, of equal value to any ordinary observer who wishes to know our birds. The author gives careful directions to teachers as to how to use the book, and how to aid pupils to become bird students and bird lovers. The book is cordially recommended either for school use or for the individual study of teachers or others interested in nature. (Published by Herman C. DeGroat, Buffalo, N. Y.)

## Books for Teachers

Miss Jane L. Hoxie, who has been favorably known in the kindergarten field, and who was the author of the "Kindergarten Story Book," brings out a book of "Programs" which will interest all kindergarten workers. Miss Hoxie is certainly right in her claim that "the day of the programless kindergarten has gone by," and that "the time is past when the teacher may enter her little world with no particular preparation for the day's work and with no definite plan for the child's development." The programs which she has prepared are complete and carefully worked out. The fact that these programs are available should ease the burdens of many a hard-working kindergartner, and should increase the skill and efficiency of many of the younger kindergarten teachers who are without a fund of experience from which to draw in the making of careful and interesting plans from day to day. (E. Steiger & Co., New York.)

During the academic year of 1906 and 1907, Professor George Trumbull Ladd, D.D., LL.D., of Yale, delivered a course of lectures in Japan, Corea and Hawaii, which was especially prepared for teachers. The lectures were heard by many thousands of teachers in the countries above mentioned, and were also attended by Government officers in the Department of Education, and leaders in the Army and Navy. Professor Ladd has now revised, and to some extent rewritten, these lectures, and presents them to American teachers under the title of "The Teacher's Practical Philosophy." It is not infrequently claimed that many teachers devote too much time and attention to method and thereby neglect the matters of more fundamental importance. If this criticism has any weight, Professor Ladd's book ought to act as an efficient corrective, for he deals with fundamentals, and with those primary aims and purposes

which should never be lost sight of by any teacher, no matter to what extent the study and practice of methods is made use of. The philosophy which Professor Ladd expounds is much needed at this time, and the publishers have rendered a genuine service to American education in making these lectures available for the reading, and we hope for the study of many American teachers, who will find them worthy of the most careful thought. Price, \$1.25. (Funk & Wagnalls Company, New York.)

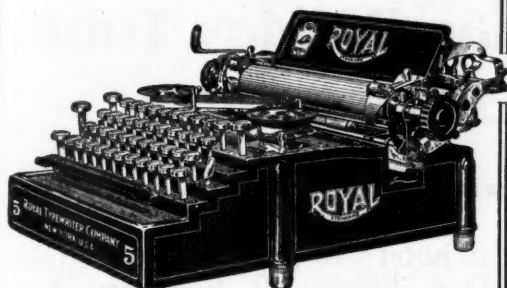
Prof. Edward L. Thorndike, of Teachers College, Columbia University, adds a monograph on "Individuality" to the Riverside Series of educational monographs. The editor's statement that "the teaching profession is showing signs of a somewhat violent reaction against the uniformity of method that for so long clutched and mechanized the schools" seems to be justified. The monograph consists of only about fifty pages, and is just the kind of a book which can be, and we trust will be read by teachers generally, since it can be taken up and finished within a short time; and the discussion which it includes is carried on in an interesting style which holds the attention from beginning to end. The various problems as stated by the author will of course continue to occupy the attention of progressive educators until something like a satisfactory solution is reached. The idea that schools must be respecters of "individuality" is an obvious sign of progress, and all study and discussion in reference to the nature of individual differences, their causes and significance, must necessarily be helpful and must contribute to the final solution of the main problems. Price 35 cents. (Houghton, Mifflin Co., Boston.)

Another addition to the Riverside Series of educational monographs is "The Vocational Guidance of Youth," by Meyer Bloomfield. Dr. Paul H. Hanus writes the introduction to this monograph and calls attention to the three important tendencies in the educational activities of to-day which engage the serious attention of thoughtful people within and without the teaching profession. These tendencies he enumerates as, the safeguarding and promotion of bodily health and vigor, the establishment of public vocational schools of elementary and secondary grade, and the effort to make the non-vocational schools of every grade more vital. Mr. Bloomfield's work as Director of the Vocation Bureau of Boston, has no doubt fitted him in a special way to deal with the questions which he discusses in his monograph, and the little volume which he has prepared will be of the greatest interest and assistance to large numbers of Superintendents and Principals who are studying vocational problems, and who are working out through experiment and otherwise vocational plans suited to the communities where their work is located. Price 60 cents. (Houghton, Mifflin Co., Boston.)

"Practical Methods in Arithmetic," by Associate Supt. John H. Walsh, of New York City, is a practical guide for the teaching of arithmetic from the first to the eighth school year. The book includes a careful treatment of all the topics found in the ordinary textbooks, but Mr. Walsh advises the omission of many and the limitation of the details of others, in order to avoid the tendency to overload the elementary grades. Practical suggestions for the teacher abound. Price, \$1.25. (D. C. Heath & Co., Boston.)

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"Principles of Education," by W. Franklin Jones, presents all the principles of educational theory met with in the works of Dewey, Kirkpatrick, O'Shea, Monroe and others in simpler form. An attempt is made to relate these principles directly to the grade work, and a fair amount of success is attained. While not a necessary book in the teacher's library, it will be found helpful to those preparing for higher licenses. Price, \$1.10. (The Macmillan Company, New York.)

"Education as Growth; or, The Culture of Character," by L. H. Jones.—We regret that the author did not express himself in language less technical and involved. The book presents the latest results of study in psychology in their application to the problems of home and school education of the young. The method is that of evolution or development. The chapter headings are: The Point of View; Self-activity; Self-revelation; Self-direction and Self-realization. (Ginn & Co., Boston and New York.)

One of the pleasantest books on "Principles of Education" is by Professor Bolton, of the State University of Iowa. The book is a synopsis of all that is good in educational principles, tested by actual classroom work. He can give no better review of the book than by quoting from the author's preface: "The chief claim made for this book is that it assembles the main, well-tested results of the scientific study of education from the psychological and biological view-points and presents them in a way which secures continuity, correlation, and a unified interpretation of them. . . . every principle set forth is of such vital importance that its expression . . . will be welcomed." Quotations and references are appended to direct the reader to the rapidly growing literature of education. We are of the opinion that a close study of this work will go a long way toward helping the student master the fundamental and essential principles underlying educational theory and activity. Price, \$3.00. (Charles Scribner's Sons, New York.)

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## Notes of New Text Books

"The Story of Cotton" and the development of the cotton States, by Prof. E. C. Brooks, of Trinity College, Durham, N. C., is one of the most interesting books recently prepared as supplementary readers for children. The writer says that the cotton industry is the largest single industry in the world, and no one is better able to treat of the subject than Professor Brooks, who was born and brought up in the South and is familiar with cotton from every point of view, and with every phase of life in the South as related to cotton. He discusses in a style suited to the understanding of boys and girls the nature and varieties of the cotton plant, its habits and culture, and the way in which the story of cotton is interwoven with the history and civilization of mankind. The book is illustrated with pictures showing farming implements, machinery, and methods used in the culture and manufacture of cotton. The story will take a place which it well deserves, in bringing school children into touch with a great industry. Price, 75 cents. (Rand, McNally & Co., Chicago.)

The interest of children does not have to be enlisted in the study of animals, but the natural interest can be taken advantage of as Charles Morris has done in Book III of the series of books on "Home Life in All Lands," which takes up animal friends and helpers. The book is full of pictures and stories, of the well-known, and some of the lesser-known, animals. Stories and descriptions of the animals are given, and their usefulness to man is shown. This method of studying home life in foreign countries is perhaps a unique one, but it is none the less interesting. Pupils all along the line will enjoy using the book for supplementary reading, for natural history study, or simply for the pleasure the book itself can give. (J. B. Lippincott & Co., Philadelphia, Pa.)

"Third Year Latin for Sight Reading," edited by J. Edmund Barss, Hotchkiss School, Lakeville, Conn., was prepared to meet the requirements of the New York State Education Department, and of the Commission on College Entrance Requirements in Latin. The text is made up of selections from Sallust's Catiline, and from Cicero's Second and Fourth Orations against Catiline, followed by portions of Cicero's other orations, De Senectute, and Letters and selections from Sallust's Jugurtha. Since the material is intended to be used primarily to give the pupil the power of reading at sight, only such assistance is included as is essential to understand the Latin text. An introduction gives to the pupil many helpful hints for sight-reading. Price, 40 cents. (American Book Company, New York.)

"Primary Language Lessons," by Emma Serl, of the Normal Training Department, Kansas City, Mo., has for its object leading children of the second and third grades into the habit of speaking and writing the English language correctly. To accomplish this, the author has prepared a drill book which emphasizes the reproduction of many of the short stories current in our literature, and also introduces practice exercises to familiarize the pupils with correct forms. The lessons have been written from the standpoint of the child, and in language that the child can readily comprehend. Price, 35 cents. (American Book Company, New York.)

In "Der Letzte" of Wildenbruch, edited by J. H. Beckmann, A.M., we have an attractive and practical edition of Wildenbruch's little classic, made available for school use at a low price. This charming story, in its present form, should find its way readily into second-year classes. The tendency to read the stories of some of the modern German writers, instead of devoting so much time to the earlier German classics, has induced

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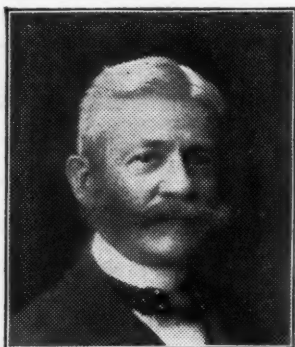
These Readers have grown out of regular classroom work in one of the largest and most progressive schools of New York City, of which Dr. William L. Ettinger was principal at the time, under the wise leadership of the district superintendent, Dr. Edgar Dubs Shimer. The telling of the old-time favorites to the children in the primary classes formed the beginning. The children retold the stories in the classroom. Each telling and retelling of the stories yielded a clearer comprehension of the art of captivating the interest of the children. So the form developed. Around the points that appealed most deeply were gathered the incidents that made the stories. The result was growing directness and dramatic intensity, until a setting had been attained, which satisfied and delighted all.

Here is the strength of the stories and their value as allurements to the art of learning to read. The foundation material is made up of the classics of child lit-

erature,—of fables and legends, of fairy-tales and myths that have endured the test of time. Every new generation of children experiences anew the thrill that gave such pleasure to those that went before them, on hearing the story of "The Three Bears," "The Country Mouse and City Mouse," "The Gingerbread Boy," "Little Red Riding Hood," "The Fall of Troy," "Caliph Stork, and How They Brought the Good News from Ghent to Aix." It is all good literature, rich in dramatic content, and told with striking simplicity.

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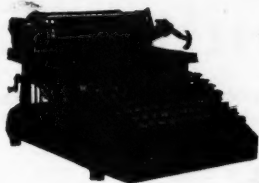
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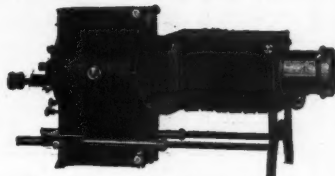
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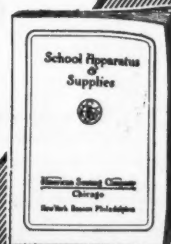
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The desire of Chinese to learn English, the lack of adequate textbooks in their own language, and the marked superiority of American schoolbooks have combined to make a fair market in China for the American publisher. Several leading American firms are well known already in Chinese schools, and their local agents are making constant efforts to extend their business. At present, however, there exists considerable doubt as to the efficacy of our treaties with China to prevent wholesale "piracy" of American textbooks by local Chinese publishers who, with their cheap materials and abundant and inexpensive skilled labor, are able to perfectly imitate the American books and put them on the market at a figure considerably less than the cost price to the American publisher. Until this point has been settled in favor of the United States the sale of American textbooks in China will be beset with much uncertainty and many difficulties.

Dr. Wiley and his campaign against food adulteration are awakening the American people to an attitude of alert watchfulness over what they eat. Both consumer and merchants are beginning to display an intelligent desire to know for themselves what constitutes purity, and how to detect its adulteration. The latest and simplest treatise on the subject is a very readable little book by Professor John C. Olsen of the Brooklyn Polytechnic Institute. The name is "Pure Foods, Their Adulteration and Cost," and it is published by Ginn & Company. Here one learns the elements which make up the common foods, how the foods are produced and prepared, how preserved, how flavored and colored, simple experiments for testing the genuineness or purity of manufactured food articles—in fact, all the necessary everyday knowledge required on this point in ordinary domestic or mercantile life.

## Be a Good Loser

[Suitable for Recitation.]

Try always to be a good winner and a good loser. Remember, there are always more vanquished than victorious in a tournament, so learn to take both victory and defeat as it comes, with a smiling face, not as one unduly elated or unduly cast down. When luck is against you and the umpire makes bad decisions at critical times in your opponent's favor, do not lose your temper or your pluck. Then is just the time to show the stuff of which you are made. It may be that at the very moment when things look blackest, the tide of the battle will turn and everything go your way. Determination to succeed has won many contests not only in tennis, but in life, and even when defeat is inevitable, as in some cases it undoubtedly is, ward it off as long as possible by playing your very best.—E. WILLIS SCOTT, in *St. Nicholas*.

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### Interesting Statistics

The population of Buenos Aires, on June 30, 1911, was 1,329,697, an increase in one year of 59,463. The Argentine city of La Plata is estimated at 100,600.

The hotels of New York City are said to represent an investment of \$275,000,000. There are fifty thousand rooms for guests in the "first-class" hotels alone. One hotel has a refrigerating plant which cost fifty thousand dollars, and a kitchen whose outfitting cost another fifty thousand.

The final report indicates the largest cotton crop ever gathered in the United States; 13,868,337 bales are reckoned on. This is 200,000 more than the great crop of 1904. The crop of 1910 was 11,426,000 bales.

There were nineteen mercury mines in this country in operation last year, fifteen in California, two in Texas and two in Nevada.

Philadelphia has 333,650 private dwellings, or more than one to every five of the population. Less than 4 per cent of these houses are frame, due to Stephen Girard, who provided in his will that bounties be given to all persons who would tear down their frame buildings and replace them with brick or stone.

There are no human beings south of Cape Horn, more than 2,300 miles north of the South pole. With the exception of sea forms, animal and vegetable life are practically absent, save for a few forms of hardy lichens and mosses.

Two 1911 crops of broom corn in the Central Illinois district sold in September for \$200 per ton, a figure that has not been reached by growers since 1907. Buyers predict a price of \$250 per ton.

### Old Winter

Old Winter sad, in snowy clad,  
Is making a doleful din;  
But let him howl till he crack his jaw,  
We will not let him in.

Ay, let him lift from the billowy drift  
His hoary, haggard form,  
And scowling stand, with his wrinkled hand  
Outstretching to the storm.

And let his weird and sleety beard  
Stream loose upon the blast,  
And, rustling, chime to the tingling rime  
From his bald head falling fast.

Let his baleful breath shed blight and death  
On herb and flower and tree;  
And brooks and ponds in crystal bonds  
Bind fast, but what care we?

Let him push at the door,—in the chimney roar,  
And rattle the window pane;  
Let him in at us spy with his icicle eye,  
But he shall not entrance gain.

Let him gnaw, forsooth, with his freezing tooth,  
On our roof-tiles, till he tire;  
But we care not a whit, as we jovial sit  
Before our blazing fire.

Come, lads, let's sing, till the rafters ring;  
Come push the can about;—  
From our snug fireside this Christmas-tide  
We'll keep old Winter out.

—T. Noel.



## AMONG THE NEWEST BOOKS FOR YOUNG PEOPLE



Ginn and Company's Supplementary Reading Catalogue gives a complete descriptive list of the best books for children to read. The following are our most recent publications:

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40 cents

Those children who have loved the old favorite Pinocchio, the wooden marionette, will find a new delight in this wonder story of his adventures in Africa. Quaint illustrations make the book still more appealing to the child.

#### Coe's Heroes of Everyday Life

40 cents

This is just the kind of book for the boy who wants a thrilling story. In these chronicles of the achievements of engineers, miners, divers, firemen, and life-savers one gets into close touch with bravery in its highest sense and because the stories are true they hold an interest that is well worth while.

#### Dillingham and Emerson's "Tell It Again" Stories

50 cents

For the smaller children these little tales will prove very entertaining. The book contains forty-two stories of all sorts, selected from those which have long appealed most to certain kindergarten children.

#### Matthew's Seven Champions of Christendom

45 cents

Stories of the Old World that give the child of today vivid pictures of the enchanting days of chivalry and the knights and ladies who made those days an inspiration to our modern ideals.

#### Quest of the Four-Leaved Clover

40 cents

A story of Arabia adapted from the French of Laboulaye's "Abdallah." In tales of life in the Orient, its deserts and its bazaars, there is always a charm. This narrative shows Arabian character at its best and is full of vigor and color.

#### Lansing's Barbarian and Noble and Patriots and Tyrants

40 cents each

(Mediaeval Builders of the Modern World Series.)

In *Barbarian and Noble* tales of Attila, Alaric, Clovis, Charlemagne, Richard the Crusader, Rollo the Viking, and King Alfred are carefully selected and with other stories woven into a narrative showing how barbarian unconsciously became noble and in turn took his part in the progress of the world.

*Patriots and Tyrants* presents picturesque stories of the Old World through which the child learns of the beginnings of our modern government.

#### Wiltse's Hero Folk of Ancient Britain

45 cents

The stories of Jack the Giant Killer, Tom Thumb, and Jack and the Beanstalk—so much loved by children—are here reproduced from a new viewpoint.

#### Lane's Selected Readings for the Seventh Grade

60 cents

#### and Selected Readings for the Eighth Grade

30 cents

These collections of prose and verse have been made in accordance with the definite requirements of the New York Commissioners of Education, as set forth in the Course of Study and Syllabus for Elementary Schools. The notes given are interesting but carefully limited to those parts of the text where information is not easily accessible. There are also included biographical sketches and a pronouncing vocabulary.



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2. Level, covered with good sod.
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6. Good convenient fuel house.

### HOUSE

1. Ample school room.
2. Separate cloak room for boys and girls.
3. Outside painted, in good repair.
4. Inside walls properly tinted and clean.
5. Lighted from one side or from one side and the rear.
6. Adjustable windows fitted with good shades.
7. Floor good and clean.
8. Heated with basement or room furnace which brings in the pure and removes the foul air.
9. Sufficient boards, some within reach of little children.
10. Desks of No. 6, 5, 4, 3, 2, placed each side in a row properly spaced.

### FURNISHINGS AND SUPPLIES

1. A good teacher's desk.
2. Two chairs.
3. A good bookcase.
4. At least eighty library books, ten suitable for each grade.
5. A good school encyclopedia.
6. Three dictionaries suitable for high school, grammar and intermediate grades.
7. Writing and examination supplies.
8. Two good wall pictures.
9. Set of good maps.
10. A good globe.
11. A set of measures and scales.
12. A thermometer.
13. All school books for teacher's use.
14. Crayon, erasers, pointer, coal hod, shovel, poker, broom, floor brush and sweeping preparation.
15. Wash basin, mirror, paper towels.
16. Combination daily and classification register, schedule of school property, including list of library and textbooks, monthly report cards.

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—Wisconsin "Educational Press Bulletin."



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## Let the Young be Young

One day last week Mrs. Mary Austin (who wrote "The Arrow-Maker") talked to the women of the Legislative League, in New York, about the need of securing to the young the right to be young. A heavy load of moral responsibility, she said, should never be laid upon a man in the first flush of youth. If it is, he is apt to dump it in his maturer years. She had been helped to this conclusion by much experience as a listener in the Domestic Relations Court, where, she said:

"I have learned that in a great majority of cases the man of forty or thereabouts who has grown tired of his wife because her beauty has faded and refuses to support her any longer, so that she has to appeal to the courts, was compelled to go to work when he was thirteen or fourteen to help maintain his parents or brothers and sisters. By the time he reaches middle life his moral muscles, which were strained and stretched beyond their proper capacity when they were still soft and untrained, have become feeble, if they haven't snapped entirely, and he can't be depended upon for anything."

This is unusual information, but we don't doubt there is truth in it. Speaking on the same lines about girls, she protested against letting the bloom be worked off of them by severe industrial labors in shops and factories between the ages of fifteen and twenty. It is very necessary for the young to be young and to have time to grow up. Burdens that stiffen, if they do not crush them, at eighteen or twenty, can be borne gladly, easily, and with profit at forty or fifty. There are exceptions, of course, to Mrs. Austin's suggestion that the weight-carrier in youth does not make a sturdy burden-bearer in middle age, but in the main she is right. We see—or used to see—the same thing on the race-track—two-year-olds sent in to do their best at that age, and sacrifice their maturity for a much too large early purse. It was wasteful of good colts. Crowding responsibilities on the shoulders of children is wasteful of something vastly more important than colts.—*Harper's Weekly*.

Among the Americans who attended the Congress of Races in London this summer was Paul S. Reinsch, Professor of Political Science in the University of Wisconsin and author of international reputation. Professor Reinsch's two books on "American State Government" and "American Federal Government," are among the very best texts in this field. Both are published by Ginn & Company.

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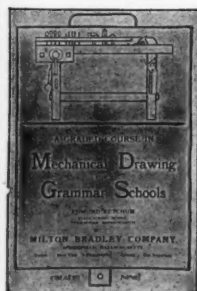
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## Conference of County Superintendents

State Supt. F. G. Blair, of Illinois, will meet the county superintendents of his State in conferences at the following places: Carbondale, January 11

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## A Treatise on Teaching Reading, Sent Free

A great many readers of the *School Journal* have been interested in The Summers Readers, which have been mentioned in our review columns and in the advertising pages. Dr. Grant Karr, late of the New York City Training School for Teachers, and now Superintendent of the Schools of San Pedro, Cal., is the author of "A Treatise on the Summers Method of Teaching Reading," which will be mailed free of charge to anyone addressing a request to Frank D. Beattys & Company, 225 Fifth Avenue, New York, N. Y. Every teacher interested in the teaching of reading should carefully read a copy of Dr. Karr's little treatise. It is an exceedingly strong article and is being read with a great deal of interest by teachers, primary supervisors, principals and superintendents throughout the country. Readers of the *School Journal* are recommended to write for a copy of it.

### JANUS.

The poet makes January say: "Janus am I, oldest of potentes." Why not make this month say: Patron am I of Rheumatism, which I make more painful; of Catarrh, which I make more annoying; of Scrofula, which I develop with all its sores, inflammations and eruptions?

Hood's Sarsaparilla can be relied upon to cure these diseases, radically and permanently, and so there is no good excuse for suffering from them.

For want of a nail, the shoe was lost;

For want of the shoe, the horse was lost;

For want of the horse, the rider was lost;

For want of the rider, the battle was lost;

For want of the battle, the kingdom was lost;

And all from the want of a horseshoe nail.

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Mrs. Winslow's SOOTHING SYRUP has been used for over SIXTY YEARS by MILLIONS of MOTHERS for their CHILDREN WHILE TEETHING, with PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS all PAIN; CURES WIND COLIC, and is the best remedy for DIARRHŒA. It is absolutely harmless. Be sure and ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

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A Pilgrim fares upon his way,  
And ever changes inns;  
One place of rest for yesterday,  
To-day another wins.  
Behind him still the closing door,  
And still the vacant room;  
Before him still the untrod floor,  
Strange roofs forever loom.  
And so I hold my way alone,

Adown the changing years;  
Last night on Jacob's dreaming stone,  
To-night, perhaps, in tears.

I pass, like Pilgrim to his goal,  
And drop my load of sin;  
I catch the gleam of shining gold,  
I near the Changeless Inn.  
—DR. J. T. MCFARLAND, in the  
*Christian Advocate.*

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## To a Little Maid

How should little maidens grow

When they're ten or over?

In the sunshine and the air,  
Wholesome, simple, fresh, and fair,

As the bonny daisies blow,  
And the happy clover.

How should little lassies speak

At this time of living?

As the birds do, and the bees,  
Singing thru the flowers and trees,

Till each mortal fain would seek  
Joy her lips are giving.

How about her eyes and ears

At this stage of growing?

Like the clear, unclouded skies,  
Not too eager or too wise,  
So that all she sees and hears  
May be worth the knowing.

And the little maiden's heart?

Ah! for that we're praying

That it strong and pure may grow;

God Who loveth children so,  
Keep her from all guile apart,  
Thru life's mazes straying!

—MARY E. BLAKE, in the *Christian Advocate*.

The true test of character is where what is borne or done must remain unknown, where the struggle must be begun and ended, and the fidelity be maintained, in the solitary heart.

—EPHRAIM PEABODY.

## Illinois School Laws

### STATE CERTIFICATES

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Everything needed in the Laboratory.  
Glass blowing done on the premises.  
Metalware Manufacturing Department in the House.

immorality or other unprofessional conduct.

State certificates are granted only upon a public examination, each examination being complete in itself.

The holder must present his certificate to the county superintendent for registration before he enters upon his duties as teacher.

The registration fee of one dollar is paid annually while the holder continues to teach.

The registration fee is transmitted to the county treasurer and becomes a part of the institute fund.

A state certificate must be registered before the holder is entitled to receive any part of the public school funds.

It was manifestly the intention of the legislature that the holders of State certificates should contribute their share toward the support of institutes held in the county in which they are employed to teach.

## Jingle

Little Miss Dorothy Do  
Went down the street, I'd have you know,  
In her mother's long-trained dinner-dress,  
And she cut a queer figure, as you may guess.

She wore her sister's velvet hat,  
And her auntie's traveling bag;  
and that

Was not enough, for she borrowed, too,  
Her grandmother's veil, so long and blue.

She walked until she was ready to drop,  
And fell asleep in a candy shop.  
What she did next I didn't hear,  
But I'll let you know when I do, my dear.

—MARY D. BRINE.

**TRY HAND SAPOLIO.** Its steady use will keep the hands of any busy woman as white and pretty as if she was under the constant care of a manicure. It is truly the "Dainty Woman's Friend."